

LB

1753

A2A4

1914



Class LB 1753

Book A2 A4

A MANUAL
FOR
COUNTY INSTITUTE
INSTRUCTORS



ORDERED BY
THE DEPARTMENT OF EDUCATION
SOUTHERN ALABAMA

1918

A MANUAL
FOR
COUNTY INSTITUTE
INSTRUCTORS



ISSUED BY
THE DEPARTMENT OF EDUCATION
MONTGOMERY, ALABAMA
1914

LB 1753
A2 A4
1914

The life, the prosperity, and the perpetuity of this commonwealth inhere in agriculture.

The rural school is the institution nearest the soil.

It alone can be the apostle of intelligence, of industry, and of thrift for the regeneration of rural life.

And yet it has the humblest home, the most wretched equipment, and the most miserly support.

Its term is the shortest, its attendance the poorest, and its teachers the most transient and inexperienced.

If then the state depends upon agriculture:

If agriculture depends upon the intelligence, industry and skill of the tillers of the soil;


If these in turn depend largely upon the rural school;

It is as inexorable as fate that the exodus from the country to the city will never cease until the school is given that economic and social standing in the community that will make it strong enough and resourceful enough to meet the challenge of rural opportunity and need.

T. O. D.
JUL 2 1914

CONTENTS

	Page
County Institute Law.....	5
Foreword	7
Official Program for county institutes.....	12
English:	17
1. Reading	
(a) In primary grades.....	17
(b) In grammar grades.....	18
2. Language	
(a) In primary grades.....	20
(b) In grammar grades.....	23
3. Spelling	
(a) In primary grades.....	25
(b) In grammar grades.....	27
4. Writing	28
Manual and Household Arts.....	30-38
The School as a Community Center.....	39
Special Days:	
1. School Improvement	43
2. Good Roads	45
3. Health	46
4. Better Farming.....	47
Better Health Conditions in the Community.....	50
Better Economic Conditions in the Community.....	56
Better Social Conditions in the Community.....	62
Better Moral Conditions in the Community.....	68
Boys' and Girls' clubs.....	72
Men's Clubs	79
Women's Clubs	83
School Improvement.....	87
State Teachers' Reading Circle.....	89
School Credit for Home Work.....	92
Bibliography	94
Names and addresses of institute workers.....	97

T THE institute the important thing is to acquire the ability to teach so that the pupil will love to go to school, the ability to teach so that the pupil will love to study, the ability to teach so that the pupil will love to be at school on time and will not object to staying overtime upon request, the ability to teach so that those pupils who are called bad boys or bad girls will get an inspiration for being good boys and good girls, the ability to teach so that those boys and girls who are careless and thoughtless may become careful and thoughtful, not alone in school but in life, wherever the life of the pupil happens to be for the moment cast, the ability to teach so that in the child there is constantly forming a character which assures a better development of the race and will make the coming generation better in scholastic ability, better in character, better in everythig that goes to make up the qualities of a great people.

COUNTY INSTITUTE LAW

AN ACT

To provide for the holding of teachers' institutes for teachers in this State and to make necessary appropriations for the same.

Section 1. *Be it enacted by the Legislature of Alabama,* That the sum of five thousand dollars (\$5,000.00) be appropriated annually out of the general school fund for the purpose of defraying the expenses of holding and conducting institutes for the white teachers of this State, and the further sum of fifteen hundred dollars (\$1,500.00) be and the same is hereby appropriated out of the educational fund for defraying the expenses of holding institutes for the colored teachers of the state.

Sec. 2. Institutes for the white teachers shall be held for a period of one week in each county of the State, at such time as may be determined by the county board of education during the months of July, August, September or October; provided, that the county boards of education of two or more adjoining counties, may by agreement, have conducted a joint institute for the counties participating in the agreement, at such a point as they may determine.

Sec. 3. There shall be conducted, for the colored teachers of the State, teachers' institutes at such places and times, and under such management and direction as may be determined by the State superintendent of education, and the money appropriated by this act, for the holding of institutes for the colored teachers, shall be so divided among the several places at which colored institutes are held as may, in the judgment of the superintendent of education, be fair and equitable, and secure the greatest good to the greatest number.


Sec. 4. The money appropriated by this act for the holding of institutes for the white teachers of the State, shall be apportioned by the superintendent of education to the several counties of the State in proportion or approximate proportion to the number of white teachers actually employed in the several counties of the State.

Sec. 5. It is hereby made the duty of the teachers to attend the institute which may be conducted in their own county for the benefit of teachers of the race to which they belong, unless such teachers are specifically excused from attending by the county superintendent, which excuse must be in writing, and approved by the chairman of the county board. It is made the duty of the State superintendent of education to cancel the certificate of any teacher who may fail to attend an institute for a period of not less than four days of each year, unless such a teacher shall secure the written excuse signed by the county superintendent and approved by the chairman of the county board of education or unless such a teacher may convince the State superintendent of education that he has attended for a period of not less than three weeks during the current year some educational institution during which time he was engaged in the work of professional training, either as a student or as a teacher, or unless he is the holder of a life grade State certificate.

Sec. 6. It is made the duty of each county superintendent of education to keep an accurate record of the attendance of all teachers during the institute, conducted for the teachers of his county, and to report the same to the State superintendent of education, showing the number of whole days which each teacher actually attended, provided that such time attended by each teacher shall not be counted as time taught nor shall any teacher receive any pay or compensation for attending an institute.

Sec. 7. Each teacher attending an institute shall pay to the county superintendent a fee of not less than fifty cents (50c) and not more than one dollar (\$1.00) which shall be used in that particular county to supplement the State fund appropriated by this act for the maintenance of teachers' institutes.

FOREWORD

HE aim of all institute work is *Better Teaching*. The good that comes to the teacher from attendance upon a county institute depends largely upon his own attitude toward it, and upon the attitude of the instructor toward those to be taught. There is always a danger that the instructor will project the work upon too high a plane for the average teacher before him. The methods and devices are commonplace to him and dispose him to expect too much of his class. Based upon a survey of conditions in representative parts of the State, the instructor, in any rural county where 100 teachers are present, may expect to find approximately the following conditions:

- 22 have never taught before.
- 30 have never attended any high school.
- 34 possess no professional books.
- 43 subscribe for no teachers' magazines.
- 45 are strangers in the county where they expect to teach, and therefore, lacking in county spirit, due to their ignorance of local conditions.
- 51 hold third grade certificates.
- 65 have never attended a summer school.
- 70 do not belong to the State Teachers' Reading Circle.
- 76 are strangers to the community where they will teach.
- 80 do not belong to the State Educational Association.
- 80 have never attended a Normal school, even for a day.

Another factor that must be reckoned with, if the institute is to succeed, is the more progressive body of teachers who are ready for something new; to go below the surface of things, to advance into new fields. If the work is grooved to meet the needs of the inexperienced majority, there is a danger that the experienced minority

will become restive. If, on the other hand, the work is projected on too high a plane, it is quite as likely that a number will not be interested and complain. How to harmonize these elements and set them all to work with a community of spirit and of interest, is a problem that the successful conductor must solve. As a rule, however, the untrained majority requires the maximum of consideration, and it also follows, that a method or device so stated, that the beginner or the weaker teacher can grasp it, is equally appreciated by the better trained teacher, provided it is flavored with a sincerity of purpose and a cleverness that comes from fresh and thorough preparation. If we follow this assumed 100 teachers a little further as they go to the several schools they are to teach with their average of 41 pupils each, we shall find these rather significant facts:

- 19 will have a school with only benches and no desks of any kind;
- 41 will find only home-made desks, many of which will be occupied by three pupils;
- 60 will find unpainted houses;
- 65 will teach schools that have no toilet facilities;
- 66 will find no sanitary drinking arrangements;
- 70 will find bare walls;
- 78 will teach without wall maps;
- 79- will find no school library;
- 84 will teach in houses very poorly lighted.

However, the most potent factor in the institute is the superintendent. He directs its purpose, and moulds its spirit. If he is present at every meeting on time to enforce punctuality and attendance, to call back to duty the teacher who would shirk or attend less than the full day, to keep in close contact with the instructors, to direct the discussions into such channels as will meet the peculiar needs of his own teachers, to invite and insist upon the presence of patrons and school officials, to welcome visitors, and to keep the machinery of the institute frictionless,—good is bound to result. The program this year

has been planned, the instructors selected, and the work projected along rather definite lines and with corresponding aims in view. In the first place, it contemplates giving due emphasis to the teaching of English, including reading, language, spelling and writing. Hitherto we have taken practically all the subjects in the curriculum and have tried to give an equitable amount of time to the presentation and discussion of each. It now seems entirely fitting to concentrate upon English, which is certainly the most important and frequently the most poorly taught of all branches. Everybody knows that the ability to get thought and to express it is fundamental in the mastery of any subject. With the teachers of every county in the State stressing this part of the course of study the coming year, decided improvement ought to result.

Again, the time has come when the country school must assume its responsibility in making country life more livable and likable. The only institution that can hope to enlist every agency for the uplift of the country is the school. It must become the community centre through which a crusade will be begun and carried on that will bring better health, economic, social and moral conditions, and it will best be able to do this by throwing open its doors to such organizations as further the common interest of the people. All phases of club work, corn clubs, poultry clubs, pig clubs, tomato clubs, as well as those that enlist the adults, should be harnessed up for work through the initiative of the school. It is to be hoped that this matter will be so stressed and enthusiasm so aroused that every county in the State and every community in every county will be quickened and rejuvenated.

A temporary "Country Life Commission" has recently been organized to formulate plans for a state organization that will promote this work throughout rural Alabama. This committee consists of representatives of numerous organizations such as the University of Alabama, the Polytechnic Institute, State Health Department, State Bankers' Association, Department of Agriculture, Highway Commission, Federation of Women's Clubs, State School Improvement Association, Farmers' Union,

and other organizations of like character and standing. This committee is now planning definitely to call a state meeting which will organize this work and make it operative.

This movement also suggests four days to be observed throughout the year by every country school in the state. These programs are so general in their reach and so vital in their bearing, that it is hoped that all our schools will heartily co-operate in their observance by all the people. When all shall be thinking the same thoughts about the country community, and shall have united for its uplift, we may be sure that the school will get for itself a responsibility and a dignity which it has heretofore neither merited nor received.

It should also be borne in mind that the Legislature will meet in regular quadrennial session before a great many months have elapsed. If Alabama is to anything like keep pace with her possibilities and in hailing distance of her sister commonwealths, certain laws must be enacted. Local taxation for schools, consolidation of schools and transportation of pupils, better supervision, and a modified form of compulsory education, are perfectly patent needs. And yet, if they are ever written upon our statute books, it will be because the teachers of Alabama have unitedly and enthusiastically worked for them and set others to work for them. I hope, therefore, that at every institute this summer these mighty matters for which we are to contend will receive due enforcement and encouragement from those who are to go out in the capacity of instructors and to represent the majesty of our common cause.

The general program which has been arranged for the institute proper is self-explanatory and should be followed literally. It should be noted, that it contemplates the division of the institute into sections for the study of English and for vocational subjects. In the forenoon, the elementary and grammar school sections will be given over to work suitable to the needs of teachers in the lower and upper grades. In the afternoon, the last two periods are given to vocational work for boys and vocational work

for girls. It is expected that the conductor will have charge of the section doing work in manual arts, and the assistant will direct the section engaged in domestic arts. Information has been collected from the several superintendents of the State as to local teachers who could probably do work in the manual and domestic arts in any county, and the institute conductors should not fail to secure these lists for the counties in which they are to preside.

After all, the county institute this summer will be largely what the conductor makes it. If he will faithfully follow the program outlined here and the suggestions given for its interpretation, there is every reason to believe that the people of our state will be able to live the better, to put more into life, to get more out of it, and to be happier and richer in every way because of his summer's work.

WM. F. FEAGIN,
Superintendent of Education.



PROGRAM FOR THE WEEK.

Note: The county superintendent, or some one appointed by him, should be in the building in which the institute is to be held on Monday, the opening day, by eleven o'clock in order that the teachers may have ample opportunity to enroll before the regular session begins at 1:30 in the afternoon. It should also be made clear that no teacher can comply with the law unless that teacher is present for enrollment on the first afternoon before the regular hour for beginning, and answers to roll-call on each and every day and session thereafter.

MONDAY AFTERNOON

- 1:30 Opening Exercises. Music and Devotional.
- 1:45 Announcement by the superintendent of special plans for the week, such as department meetings, evening sessions, appointment of committees, ushers, reporter, secretary, pianist, etc. The superintendent should by all means appoint an official timekeeper with call-bell, for service during the institute.
- 2:00 Introduction of Instructors:
(At this time the conductor and the assistant should make a brief talk on the purpose of the institute, and the conductor should outline a plan for running the institute, insisting upon punctuality, continuous attendance, and the absolute necessity for each teacher to have and use throughout the institute the state manual, a notebook, and such textbooks as may be required.)
- 2:15 The School as a Community Center; What It Means and How to Make It so.
- 2:40 Boys' Clubs: Their Place and Purpose in the Community, and Suggestions for Organizing Them.
- 3:20 Department Meetings:
(a) Vocational work for boys.
(b) Vocational work for girls.
(At this point the institute will divide into two sections, the members of (a) group giving their time to manual arts, and the members of (b) group giving their time to domestic art.)

MONDAY EVENING

- 8:00 Annual Institute Social.
(This should be one of the most enjoyable and helpful occasions of the institute. This opportunity comes but once a year and should be used for all it is worth. Keeping in mind that the main object is to get acquainted,

three elements should characterize this occasion: First, some method of getting acquainted; second, good music; third, amusement for all. A committee should give to each teacher who enters, a tag to be worn during the evening, on which the wearer's name should be written. The "Get-Acquainted Committee" should have assistants on the lookout to see that strangers and timid teachers are made to feel at home. A resourceful committee can easily plan some form of amusement suited to local conditions. Some social games, or special features which will make it impossible for the bashful young men to line up on one side of the house and the self-conscious maidens on the other, should be provided. No one thing will do more to cement the friendship of the teachers of the county and make the social side of the institute a real pleasure, than the annual institute social, if properly and wisely planned.)

TUESDAY FORENOON

8:40 Opening Exercises:

(This should be varied each day and should serve as a model for the rural schools in the county. See to it that the institute learns at least one new song each day.)

9:00 Reading Circle Study:

Colgrove's "The Teacher and the School."

(The teachers are required to bring this book with them and the instructors must assign and conduct regular lessons and not mere quizzes on this book.)

9:40 Department Meeting:

(At this time the teachers will separate into at least two sections, the one consisting of teachers in primary grades; the other consisting of teachers in grammar grades, and where conditions justify, a third section should be formed consisting of teachers in high school grades.)

English:

Elementary Section: Reading in primary grades.

Grammar School Section: Reading in grammar grades.

10:20 Recess:

(The recess time should be used in organized play and such games should be taught as can be played in the elementary schools of the county. Of course time should be given for getting water, and allowance should be made for weather in case of extreme heat.)

10:40 Department Meeting:

English:

Elementary Section: Spelling in primary grades.

Grammar School Section: Spelling in grammar grades.

- 11:20 Better Health Conditions in the Community.
12:05 Recess.

TUESDAY AFTERNOON

- 2:00 Music, announcements, etc.
2:15 Men's Clubs: Their Function in the Community
and How to Organize Them.
3:00 Department Meeting:
 (a) Vocational Work for Boys.
 (b) Vocational Work for Girls.

TUESDAY EVENING

- 7:00 Twilight Story Hour:
 (Each institute should observe this time as Story
 Tellers' Evening," in which as many teachers shall par-
 ticipate as time will permit. The best place to have this
 meeting is on some lawn where teachers may seat them-
 selves on the green, if one can be found.)

WEDNESDAY FORENOON

- 8:40 Opening Exercises.
9:00 Reading Circle Study:
 Colgrove's "The Teacher and the School."
9:40 Department Meeting:
 English:
 Elementary Section: Model Reading Lesson,
 with children.
 Grammar School Section: Model Reading
 Lesson, using teachers as pupils.
 (Teachers are expected to bring such books for this
 work as they may have been directed.)
10:20 Recess.
10:40 Department Meeting:
 English:
 Elementary Section: Language in Primary
 Grades.
 Grammar School Section: Language in Gram-
 mar Grades.
11:20 Better Economic Conditions in the Community.
12:05 Recess.

WEDNESDAY AFTERNOON

- 2:00 Music, etc.
2:15 School Improvement Work in.....County.
3:00 Department Meeting:
 (a) Vocational Work for Boys.
 (b) Vocational Work for Girls.

WEDNESDAY EVENING

- 8:00 Educational Address:
 (State Superintendent or some distinguished educator
 will discuss illiteracy in Alabama and in the county, with
 some suggestions for its elimination.

THURSDAY FORENOON

- 8:40 Opening Exercises.
9:00 Reading Circle:
 Organization and plans for work in the county
 for the coming year.
9:40 Department Meeting:
 English:
 Elementary Section: Written work in pri-
 mary grades.
 Grammar School Section: Written work in
 grammar grades.
10:20 Recess.
10:40 Department Meeting:
 English:
 Elementary Section: Model Language Lesson.
 Grammar School Section: Model Language
 Lesson.
11:20 Better Social Conditions in the Community.
12:05 Recess.

THURSDAY AFTERNOON

- 2:00 Music, etc.
2:15 Girls' Clubs: Their Organization and Work in the
 School and in the Community.
3:00 Department Meeting:
 (a) Vocational Work for Boys.
 (b) Vocational Work for Girls.

FRIDAY FORENOON

8:30 Opening Exercises.

8:40 Women's Clubs: Their Function in the Community.

9:20 Open period.

(This is an opportunity to do such work as may have been crowded out by visitors and other unexpected circumstances.)

10:20 Recess.

10:30 Better Moral Conditions in the Community.

11:00 Superintendent's Round Table.

(At this time the superintendent will be expected to outline his plans for the coming year, as, for example, the holding of the uniform county seventh grade examination, standardization of schools, and the like, and he should give such other information as may be desired by members of the institute in regard to blanks, forms, and the like, and answer any and all questions relating to better conditions in the schools of the county.)

11:40 Two-minute closing addresses—Instructors.

11:45 Business session.

(At this time necessary business matters should be attended to, such as the discussion of resolutions, the organization of a permanent county teachers' association and the distribution of the certificates of attendance.)

ENGLISH



HE subject of English, as has already been indicated, is the only one of the academic branches to be presented in the institutes this year. The reasons for this are its practical value, its bearing upon the mastery of other subjects, and the fact that it is often taught in such an indifferent way.

Too much emphasis cannot be laid on the character of subject matter and the way in which it should be presented.

The following outlines should be adhered to closely:

PRIMARY READING

(See State Manual, pages 49 to 58.)

I. Importance of reading and its relative value to other subjects.

II. Methods: (Many better than one.)

1. Word.

2. Sentence.

3. Phonic.

A combination of these three makes the best method.

III. Two Phases:

1. Mechanical.

(a) Word mastery.

Sight words.

Sound words.

(b) Devices for drill, such as cards, charts, blackboard drills, etc.

2. Thought:

Suitable subject matter:

(a) Subjects for lessons. Interesting objects with which the child is familiar, such as a ball, flowers, fruits, etc.

Action Lessons—as running, jumping, hopping, playing, etc.

- Games.
- Nature study.
- Stories and poems.
- (b) Getting and giving thought.
- (c) Dramatization.

IV. Phonics:

1. Ear drills.
2. Ear and lip drills.
3. Associating sounds with symbols.
4. Making out words by sounds.
5. Building up words with sounds.
6. Drill work; sound cards.

V. Books:

1. When introduced, and how the work is articulated with lessons previously given.
2. How used; just how a lesson is conducted.
3. Adopted books discussed, as to subject matter and adaptation.
4. Illustrative lesson given in which children are used if possible.

VI. Correlation with other subjects.

GRAMMAR GRADE READING

(See State Manual, pages 49 to 63.)

I. Aim:

Thought-getting; a stronger power of interpretation; and a deeper appreciation of good literature.

II. Subject matter:

It should be such as will inspire a love for good reading, create a desire to know; and be of intrinsic value.

III. Method:

- (a) Assignment—Choose selections which seem to be most appropriate for the time. Create a sym-

pathetic atmosphere for the selection to be studied. Assign definite study questions.

- (b) The recitation—Have much silent reading. Call for reproduction and in this way be sure that children are interpreting correctly. The class is then ready for oral reading.
- (c) Application—Construction, drawing, painting, composition and dramatization.

IV. Illustrative material:

Postcards, railroad folders, pictures from magazines and other sources.

V. Correlation:

- (a) Correlate the reading with other subjects as much as possible. For instance, the best time to study "the Legend of Sleepy Hollow" is when the geography work is on New York.
- (b) Suit selections to seasons and conditions as nearly as possible.

VI. Home reading:

- (a) So conduct your classroom reading as to make children wish to know more of the subjects taught.
- (b) Show an interest in what children are reading, encourage them to talk to you about it.
- (c) Read to them such books as will create an interest, and make them want to read for themselves.
- (d) Encourage them to keep a list of what they read, and report to you.

VII. Model lesson:

Conduct a lesson just as you would in the school-room. Have children for the lesson if possible, but if this cannot be done, use the teachers. Have books, assign a lesson and teach it.

PRIMARY LANGUAGE

(See State Manual, pages 67 to 74)

I. Aim.

1. To secure free expression.
2. To quicken the imagination.
3. To inspire high ideals for forms of speech.
4. To cultivate a taste for good literature.

II. Subject matter.

1. Experiences of the child.
 - a. At home.
 - b. In his games.
 - c. At school.
2. Stories.
 - a. Animal stories.
 - b. Nature stories.
 - c. Stories from literature.
3. Nature studies.
 - a. Animal life.
 - (1) Birds.
 - a. Crow.
 - b. Mockingbird.
 - c. Redwinged blackbird.
 - (2) Insects.
 - a. Butterflies.
 - b. Bees.
 - c. Wasps.
 - (3) Cat.
 - (4) Hen and chickens.
 - (5) Frogs and tadpoles.
 - b. Vegetable life.
 - (1) Flowers and grasses.
 - a. Fall flowers.
 - b. Spring flowers.
 - (2) Garden work.
 - a. Seed planting.
 1. Germination.
 2. Growth.

4. Poems.
 - a. Mother Goose rhymes.
 - b. Memory gems.
 - (1) Historical, related to season.
 - (2) Ethical.
 - (3) Aesthetic.
5. Pictures.
 - a. Classical.
 - (1) The Angelus.
 - b. Historical.
 - (1) George Washington.
 - (2) Columbus.
 - c. Geographical.
 - (1) Pictures of countries.
 - a. Dutch landscape.
 - b. English sheep picture.

III. Method.

1. Conversational lesson on familiar subject.
 - a. To overcome the child's timidity.
 - b. To secure clear enunciation.
 - c. To insure correct pronunciation.
 - d. To obtain full statements for answers.
2. Narration of experiences.
 - a. To overcome discursiveness.
 - b. To secure sequence of events.
 - c. To gain a command of good English.

Note 1. Drill on correct expressions outside the lesson.

3. Stories.

Note 2. Teacher must make story her own, so that she can tell it as naturally as if talking.

- a. Reproduction.
 - (1) In parts by means of questions.
 - (2) As a whole to note impression of child.
- b. Dramatization.
 - (1) Having parts read from book.
 - (2) Having children memorize parts.

Note 3. See end of outline for Model Lesson.

4. Nature studies.
 - a. Have objects to be studied.
 - b. Have children give results of observations already made.
 - c. Cultivate the power of observation.
5. Poems.
 - a. Taught by rote to,
 - (1) Bring out jingle in rhymes.
 - (2) Bring out underlying thoughts in gems.
6. Pictures.
 - a. By questioning.
 - (1) To direct attention to important characteristics.
 - (2) To discern the artist's thought by:
 - a. Scenery.
 - b. Pose of figures.

IV. Written work.

1. Original work.
 2. Simple letter-writing.
 3. Incidents in lives of great men.
 4. Dictation.
 - a. Used as a medium to teach formal English.
 - (1) Capitalization.
 - (2) Punctuation.
 - (3) Kinds of sentences.
- Model lesson.

I. Grade I.

1. Tell story simply.
2. Question.
 - a. To find thought gained.
 - b. To note power of expression.
 - c. To encourage use of full statements.

II. Grade II.

1. Tell story using language suited to grade.
 - a. Conversation to bring out characters in story.

- b. Questions to emphasize thought sequence.
- c. Statements written to emphasize (1) and (2). This is a step to written reproduction.

III. Grade III.

- 1. Tell the story in language suited to grade.
 - a. Question to bring out
 - (1) Kinds of sentences.
 - (2) Punctuation marks.
-

GRAMMAR GRADE LANGUAGE

(See State Manual, pages 74 to 84.)

I. Aim:

To arouse a deeper conscience for correct expression, and create a greater love for good literature.

II. Subject matter:

- 1. Adapt the contents of the text to the needs of the class.
- 2. Continue the study of such words as need continual drill in order to be readily used.
- 3. Poems of different types showing the practical side of different phases of life.
- 4. Description of persons, places or things.
- 5. Narration of experience or incidents.
- 6. Stories of adventure, heroism, altruism, history, animals and nature.
- 7. Material from other subjects in the course.
- 8. Work on imaginative subjects.

III. Method.

- 1. In the word drills do not be content with merely giving the lessons and calling attention to the correct use, but drill until the words are fixed in the minds of the pupils:
- 2. In teaching a poem:
 - a. First create a sympathy for the central thought before presenting the poem to the class.

- b. Present the poem as a whole, then teach it in detail.
 - c. Have every possible form of expression—reading, oral and written reproduction, discussion of particular parts of the poem, drawing, etc.
3. Stories should be made your own, so as to be able to tell them in the most natural manner. Secure different forms of expression as in teaching a poem.
 4. In any oral expression do not hamper the child with constant correction of errors, but note them in your mind, call attention when he has finished and at a convenient time, drill in correct form until a conscience is aroused which will always rebel when the same errors are made.

IV. Dictation:

Be sure that the children understand the thought in the lesson to be given.

V. Written work:

1. Make it a rule never to accept anything which does not represent the child's best effort.
2. Do not give more written work than can be done well.
3. Drill in correct form.
4. Be sure that the subject to be used is of interest to the children, and that they have some knowledge of it.
5. The most important phase of written work is letter writing.
 - a. Require correct form.
 - b. There must be a genuine interest in the letter. Select subjects that touch the children's lives. Encourage individuality by allowing the children to mail their letters. Preserve work through the year and let them compare their letters at different times, so as to see improvement.

- VI. Correction of errors may be done in different ways:
- (a) Frequently mark errors and have children re-write the papers.
 - (b) When an error seems to be general attack it at the recitation period, discuss the correct form, and drill on it.
 - (c) When possible, give individual criticism.
- VII. Model lesson on either a poem or a story.
-

SPELLING IN PRIMARY GRADES

(See State Manual, pages 42 to 48.)

FIRST GRADE

Spelling in the first grade taught in connection with other lessons, especially reading and language.

Phonics must receive a great deal of attention. Begin early and continue throughout the course.

1. Teach the consonants and long and short vowel sounds.
2. Teach easy phonograms (blending of short vowel and consonant) such as at, et, it, ot, ut, an, en, in, un, etc., and make lists of words containing the endings taught.
3. Give drills upon the blending of two or more consonants, such as sh, ch, th, wh, gr, etc.
4. Teach many easy syllables that are found in words of the First Reader, such as er, ing, ow, ack, ick, etc.
5. Teach the effect on the short vowel sound and also upon the c, g and s, when the final e is added.
6. Make drill cards.
7. Review constantly.
8. Visualize new words before trying to write them.
9. Have pupils make easy words and indicate silent letters by drawing slanting lines through them.
10. Each pupil should know the letters of the alphabet in their order before leaving this grade.

11. Encourage children to write list of families of words that have been learned.

12. Teach all new words in the reader carefully before permitting children to read the lesson silently or orally.

13. Words must be learned by the eye, the ear, the voice, and the hand.

14. Spell easy words that they need.

15. Give easy dictation.

SECOND GRADE

1. Thoroughly review all previous work and apply constantly the old knowledge in the attainment of the new.

2. Continue the work in phonics as outlined in the first year, giving new vowel sounds, combinations and phonograms.

3. Drill on syllables, accent and spelling by sound.

4. Oral and written spelling of words used in every day work.

5. Use words learned in sentences, poems, letters, etc.

6. Introduce work in homonyms as the and thee; ant and aunt; see and sea, etc.

7. Drill on capitals as used in writing names of persons, days of the week, months, county and town.

THIRD GRADE

1. Reed's Primary Speller to page 87 and words taken from language, arithmetic, readers and geography.

2. Continue the drills in phonetics.

3. Drill on marking words and dividing words into syllables.

4. Give dictation work in connection with the language, etc.

5. Oral and written lessons.

6. Words neatly written with ink in Alabama Writing Speller.

7. In this as in all the grades, vary the ways of teaching and hearing the spelling lesson.

SPELLING IN GRAMMAR GRADES

I. Textbooks:

Grades III and IV, Reed's Primary Speller.

Grades V, VI, and VII, Reed's Word Lessons.

II. How to study spelling. (State Manual, p. 44.)

III. Which words to emphasize and which to omit (State Manual, page 42.)



The accompanying cartoon was published in connection with a report of an educational survey of a New York City Elementary School which was made by representatives of the Bureau of Municipal Research. It indicates the blunder that is made in thousands of schools. The pupils spend a vast deal of time learning to spell the unusual words when they have never mastered the spelling of the common, every-day words which they will be likely to use in the simplest correspondence. Teachers are invited to study the illustration and take this lesson home to themselves.

IV. Training pupils to use the dictionary. (State Manual, p. 58.)

- V. Conscience for correct spelling.
Power to observe accurately.
Incorrect forms to be avoided.
Proportion of oral and written work.
Opportunities created for use of words taught.
- VI. What to do for the poor speller:
1. Determine the cause: (a) physical, (b) mental.
2. Remedies (State Manual, p. 44).
- VII. Interest, how secured.
Monotony of method to be avoided.
The usual method of recitation.
Other methods (State Manual, pp. 44, 45).
- VIII. Outline of work and suggestions for each grade.
(State Manual, pp. 46-48.)
-

WRITING

(See Course of Study, page 38.)

Writing in primary grades.

1. Recognition of the child in the teaching of writing in primary grades.
 - a. Kind of movements.
 - b. Kind of pencils, papers, crayon, etc.
 - c. Amount of writing required.
 - d. Position at desk.
 - e. Natural way of holding pen and paper.
 - f. Making the writing exercise useful and pleasing.
2. Drill in movements and forms.
 - a. Movements to develop freedom—rhythm.
 - b. Principles developed from movement exercises.
 - c. Drill in writing from dictation and from copies.

-
3. Influence of good example of writing.
 - a. A permanent set of letters on blackboard or chart.
 - b. Teacher's writing.
 - c. Copy in copy-book.
 - d. Pupil should begin to write at bottom of page.
 - e. Display of neat written work in booklets or bulletin boards.
 4. Developing writers who can meet the demands of modern business.
 - a. Reasonable speed.
 - b. Accuracy of form.
 - c. Neat general appearance.
 - d. Ability to endure writing for many hours.

MANUAL TRAINING



THE above expression is but another term for mental training. Manual training through the use of tools gives skill, mental discipline, and practical results. Manual training signifies the expressing of ideas in things by means of tools.

Man is essentially a tool-using animal. Without tools he can do nothing, with tools he is all-powerful. The history of mankind is but a history of the tools he has invented and used. Given the human hand, a sharp tool and an intelligent brain, man becomes the most wonderful, the most powerful creature in the universe. Deprive his hand of these two and he becomes the most helpless.

The city boy through manual training in the schools is given this discipline which comes from the use of tools. The country boy should not be deprived of it. Every country teacher, man or woman, should master some tools so that the knowledge may be passed on to the country boy on the farm.

The use of tools has not only a disciplinary effect upon the boy, but a utilitarian one as well. For practical results, the country boy should know how to use the saw, the hammer, the chisel, the plane, and other simple tools. From the mending of the front gate to the building of a new barn, the boy in the country will find a world of use to make of this knowledge.

TOOLS

- | | |
|--|--|
| 1. Tools for Measuring—Tape line, ruler, yard stick.
Squares, framing, try.
Marking gauge, awl, knife blade. | Chisels—Paring, mortising.
Planes—Jack, block, smoothing. |
| 2. Cutting Tools.
Saws—Rip, crosscut, back. | 3. Hammers, mallets.
4. How to read a blue print.
5. How to lay out a piece of wood. |

SIMPLE OUTFIT OF TOOLS

Steel Square, 24 inch.	Wooden Mallet.
Try Square, 6 inch.	Oilstone, med., mounted.
Two-foot Rule, Boxwood.	Oil Can.
Marking Gauge.	Nail Set.
Dividers, 8 inch wing.	Screw Driver.
Six Chisels, 1/8 to 1 in.	Bench Brush.
Jack Plane, iron, 14 inch.	Two Wood Hand-Screw Clamps,
Block Plane, small iron, 6 inch.	12 inch.
Hand Saw, cross cut, 10 pt.	Three Iron Clamps, 6 inch.
Back Saw, 10 inch.	One-half quart-can LePage's
Brace, ratchet.	Liquid Glue.
Four Bits, 1/4 to 1 inch.	Slim Taper File, 5½ inch.
Gimlet.	Assortment of Nails and
Screwdriver Bit.	Screws.
Countersink.	Sand Paper, 00 to 1.
Hammer, No. 1½ Ballface,	
Maydole.	

For finishing and staining the articles made, there should be paint, brushes, oils and stains in small quantities.

In a country school, if a small shed could be built on the grounds, a work room could be fitted up, and some of the following tools for general use could be added. Otherwise, make work bench against wall of school room.

Ripsaw, 7 point.	Monkey Wrench.
Bevel, Sliding T.	Machinist Hammer, 1½.
Drawing Knife.	Putty Knife.
Spoke Shave.	Bench Axe.
Cold Chisel.	Grindstone, 18 inch, mounted.
Turning Saw, with four extra blades.	Saw Set.

In planning for a small shop, tools for individual benches should consist of the following:

One Smoothing Plane, 9 inch.	One Mallet.
Block Plane, 6 inch.	Boxwood Rule.
Back Saw, 8 inch.	Try Square, 6 inch.
Half-inch Chisel.	A vise for each pupil.

Text recommended for reference work is "Manual Training for Common Schools," by Allen & Cotton—published by Chas. Scribners' Sons, New York. Price, \$1.00.

MATERIAL FOR WORK BENCH

Work bench might be 12 ft. long, 30 inches high, 4 ft. wide, with three vises to a side.

Bill of Lumber

6 pieces 2x4x30 inches, for legs.

4 pieces 2x4x12 ft., for sides.

12 pieces 2x4x 4 ft., for cross pieces.

Use scrap lumber for braces.

Make top of 2x4 or 2x6 lumber. Use 3 pieces 2x4 lumber 28 inches long for vises.

Iron screw pins for vises can be bought from ordinary hardware stores at 50 cents each.

FOUR SUGGESTIVE LESSONS

Lesson I. A work bench for a country school. Suggestions as to size, equipment and vise.

Lesson II. Explain use of some of the ordinary tools. Give demonstrations before the class of use of each, and then have members try. Make and paint flower boxes for windows.

Lesson III. Explain six steps in laying out and squaring up a piece of wood. Teach how to make a half lap joint and fasten with screw and glue. See Chapter II of Textbook.

Lesson IV. Complete work begun in former lessons. Call attention of teachers to designs for furniture in text. Teach how to read a blue-print.

Discuss making of "Six-in-One" Playground Apparatus in School Improvement Bulletin, 1914, pages 69 to 83.

HOUSEHOLD ARTS

DOMESTIC SCIENCE, AND DOMESTIC ART.

"The true significance of the terms Domestic Art and Domestic Science is not generally understood. Most people think that they are interchangeable and that they are used as enticing cloaks for sewing and cooking, which are generally considered disagreeable subjects. However, this is not the case, although sewing and cooking are included under the more general terms. Domestic Art includes those subjects which pertain to clothing and house planning, decorating and furnishing; while Domestic Science includes the study of foods, cookery, sanitation, and household management."

DOMESTIC SCIENCE

"What we all need to know is how to prepare our everyday food in a wholesome, appetizing manner; and especially should the farmer's daughter learn how to adapt her supplies to the proper nourishment of the family."—Mrs. Walter B. Hill, Athens, Ga., State Federation Women's Clubs.



WHEN one considers that there are practically twenty-five million women and girls over ten years of age in the homes of our country, he can more forcibly realize the necessity of including in our system of education some instruction which has direct bearing upon their lives. The home has been the one institution that has continued to exist since man became civilized, and the science of home-making will continue to absorb most of the interests which revolve about family life. It is upon these women and girls who constitute practically one-fourth of our entire population that the burden will fall, and our ideals of social justice demand that they be given some consideration in our plans for popular education.

In our scheme for making the rural school a force for vitalizing rural community life, the country school-teacher must make effective her leadership of the women and girls. A knowledge of the scientific values of food, of the simple laws of sanitation, and of the proper care of the home must be imparted by the country teacher. The

teacher must give instruction to the girls, and awaken efficient leadership among the mothers of the community.

If the school is to be the community center, the teacher must devise some means of giving instruction in domestic science. With present financial conditions in most rural communities it is out of the question to expect that expensive equipment will be provided for teaching this subject. The teacher must exercise ingenuity in introducing the work and leave the community to provide for adequate means of instruction. On page 175 of the 1913 State Manual is given a simple outfit for country schools. This consists of a small kerosene stove, an oven, and a few simple utensils. Some girls might bring necessary articles from home.

SIMPLE EQUIPMENT COSTING FROM \$8.50 TO \$10.00

One oil stove, single burner, with back or ends enclosed.	One can opener, Yankee, with corkscrew in handle.
One oven for same.	One measuring cup, tin, half- pint size.
One stove pan, 8x10.	One mixing bowl, medium.
One butcher knife.	One individual Ramakin baker.
One egg beater, heavy flat wire.	One paring knife.
One plate, plain white.	One tablespoon, one teaspoon.
One soup plate, plain white.	One individual muffin tin.
One cup and saucer, plain white.	One knife and fork, kitchen, No. 101.
One flour sifter, tin, quart size.	One pie pan, tin.
One dish pan, onyx, 14 qt.	One small scrubbing brush.
One double boiler, onyx, large size.	One bucket, tin, 3 quart.
One soap dish, white.	One sauce pan, onyx.
One glass jar, quart size.	One tea pot, onyx.
One jelly glass.	
One skillet, light steel.	

The teacher should see that soap, toweling, matches, a box of labels and a few extra jars are provided.

Unless the school authorities will pay for the materials used, each member of the club should pay five or ten cents per week to cover the cost of each lesson, or bring the materials from home.

If no equipment can be secured for the school, a club might be organized to meet weekly at some convenient home where the kitchen and dining room might be utilized. In teaching the work the last hour or the noon re-

cess once or twice a week could be used to give the lessons. Some teachers make it a practice to write a few recipes upon the board and have the girls copy them down and perform the work at home, reporting the results to the teacher or having the parents to do so. The organization of a club, however, is the most satisfactory plan of teaching the work.

This manual contains four model lessons dealing with important phases of teaching domestic science.

LESSON I.

Foods.—Food is any substance that when taken into the body furnishes heat or energy, or is used for building tissue, and does not injure the body.

CLASSES OF FOODS AND THEIR USES IN THE BODY:

Proteins or nitrogenous foods—used to build new tissue and to repair waste. Common protein foods are milk, eggs, lean meat, cheese, peas, beans.

Carbohydrates.—Source of heat and energy in the body.

Carbohydrates include starches, sugars, and celluloses.

Potatoes, rice, corn, wheat, are some of the common starchy foods. Celluloses make up the fibrous parts of plants. They are indigestible but give bulk to the meal. The principal sources of sugar are cane, beets and fruits.

Fats.—Source of heat and energy. Examples are butter, fat of animals, nuts, oil of plants, as cottonseed oil and olive oil.

Minerals.—Used chiefly in bone building and as an aid to digestion.

Source.—Mineral waters, green vegetables.

Water.—Makes up about two-thirds of the body weight. It is used in the body as a solvent and aids in the digestion and assimilation of food.

LESSON II

Preparation of Foods for Cooking.

Methods of cooking:

Boiling	Roasting
Steaming	Baking
Stewing	Frying
Broiling	

Dishwashing:

Things children should remember concerning table manners.

LESSON III

Practical Lesson in Cooking

Two Simple Recipes

Corn Meal Muffins.—Ingredients:

1 c. flour	1 t. salt
1 c. corn meal	1 egg
4 t. baking powder	2 t. lard or cottolene
2 t. sugar	1 c. milk

Method.—Mix and sift the dry ingredients into the liquid. Add fat, mix by vigorous beating, bake 15 to 20 minutes in a hot oven.

Creamed Potatoes.—Ingredients:

- 1 medium sized potato
- 1/4 c. medium white sauce.

Method.—Wash and pare potatoes, place boiling water and boil with cover on for 20 minutes, or until tender. Salt when half done.

To cream, add potatoes to white sauce.

Medium White Sauce:

1 c. milk	2 t. flour
2 t. butter	Salt—pepper.

Scald milk, melt the butter and mix in the flour to a smooth paste. Add the hot milk slowly, stirring constantly. Boil five minutes; add salt and pepper.

LESSON IV

Serving.—Setting of the table; serving of food.

Menus.—Menus of balanced meals. Breakfast, lunch, dinner. Best use of home products.

Invalid Cooking.—Proper arrangement of tray. Nutritious foods that are easily digested. Toast, eggs, soups, tea, etc.

References.—Human Physiology, Ritchie, Pub. by World Book Co., Yonkers, N. Y. Household Science and Arts, Morris. Pub. by American Book Co., Cincinnati. Household Chemistry, Dodd. Pub. by American School of Economics. Farmers' Bulletins numbers: 42, 74, 93, 142, 203, 256, 293, 348, 359, 389.

Supplies needed for model lesson, for fifteen people.

1 pk. potatoes	1 lb. lard
10 cents worth of flour	1/2 lb. butter
1/4 pk. corn meal	5 pts. milk.
1/2 doz. eggs	

SEWING

Each institute worker should secure a copy of Sewing Tablet, No. 1. This can be had from the state depository for 45 cents, and should be made the basis of work.

Teachers might secure a copy from the local depository to use during the institute and for work during the coming school year. This work depends largely upon the personality of the institute instructor and of the teacher in the rural school.

The sewing tablet gives directions for making simple stitches. Have children do sample work until they can do a stitch well, then let them apply the knowledge in some useful article. For instance, they may make a cook apron and cap as a preparatory step in taking up cooking. Napkins can be hemmed and simple garments can be

made later on. Each teacher will have to plan details of work to meet her own particular needs.

In the rural schools the work can often be done more effectually through clubs. However, if possible, make it a part of the regular program, setting aside one or two periods each week.

During the institute it will be well to have a demonstration lesson on teaching some particular stitch and then have the teacher apply this in making a sewing bag.

The time for teaching the work in the institutes will be the first thirty minutes of the period for vocational work each afternoon.

Let's give to this work the best we have and the best will come back to us.

THE COUNTRY SCHOOL AS A COMMUNITY CENTER

Some significant changes came about in Alabama during the last census decade:

1. The population increased 16.9%.
2. The production of all cereals decreased 9.4%.
3. The production of corn decreased 12.4%.
4. Farm lands increased in value 116.6%.
5. The per cent. of our total population living in the country decreased from 88.1% to 82.7%.

These facts are portents of danger, even disaster, unless we shall find some way to rejuvenate rural life, to stem the tide that is flowing to the cities and to greatly increase the variety and productiveness of our farms.

We have wasted too much time on "back to the farm" propaganda. Man is pre-eminently a social animal and so long as the isolation and seclusion of the country continue, the city will go on sucking the best blood from our rural folk.

We have no right to expect any "stay on the farm" era until we cease stinting the social instincts and starving the communal activities of those who live in the country.

Reacting against the backwardness and selfishness of country life and seeking to meet an instinctive need for social contact and recreation, our boys and girls naturally join the crowd that is ever moving cityward.

There is much in the city that is good and much that is bad, but the pity of it is that the country boy newly come to town is prone to the "whims of callow youth," exceedingly unsophisticated and especially susceptible to the allurements of the inviting bad.

Most of our great men have come from the country, to be sure, because in the main there has been nowhere else from whence they could come, but we never rehearse the

even more remarkable and deplorable statistics of those who succumb to the perils of the city and the charms of its vices.

The fundamental problem of this day and generation is one of better health, economic, social and moral conditions in the country community and the only agency that can assume the leadership in this work is the country school. It is the common property of all and is the only institution which without any exception whatsoever sustains this unique relation to the people of the entire neighborhood.

"Schoolhouses have become monuments of neglected opportunity. It is no exaggeration to say that in making the schoolhouse the forum of the people lies the chief hope of perpetuating the republic and its institutions." Country folks are narrow in many ways, it is true; prejudice, partisanship, selfishness, and sectarianism flourish there in all their primitive freshness and vigor, but despite it all there is one thing upon which they are perfectly agreed, namely, that country life should be as full, as free, as attractive, and as prosperous as human ingenuity and skill can possibly conceive to make it.

There are nearly 7,000 schoolhouses in Alabama which are being used by about one-fifth of the population for one-fourth of the day and for but one-third of the year. The school plant has meant little more to us heretofore than an educational institution for teachers and children, but the time has come when the tremendous importance of the undeveloped resources and potentialities in a wider use of the school plant must be fully comprehended and the school building furnished by the taxpayers of the community must furnish the basis for co-operative action in neighborhoods, including the whole interest and enlisting the united energy of all the people.

The wider use of the school building is feasible in every community. It will require little, if any, additional equipment and no extra expense except that of more lighting and heating. This wider use of the school building would result first of all in a better understanding between parents and teachers and in that mutual confidence and co-operation which more than any other defect character-

izes the line of divergence between the home and the school. It is a patent truth that where parents take the greatest interest in the school, its work is most nearly ideal, and where popular interest is low, the work of the school is mediocre. This wide use of the school plant has its economic value also. There are numbers and numbers of people who can never be told of the need for better buildings, better equipment, better teachers, better supervision, consolidated schools, etc., but these same people when once they have had an ocular demonstration of actual conditions are usually liberal of their means and sympathetic in their attitude in seeking a solution of all the problems that retard the progress of the school.

In the second place, the school is being criticized because it fails to relate its work to the everyday experiences of life out of school. Community meetings would furnish the point of contact between the old and the young of the community and would give to each the opportunity for self-expression that would develop on the part of both an intellectual power and the ability to communicate it that would enable our country people to assume the responsibilities of leadership and to formulate a public opinion on issues of the day that would put an end to their primitive fixedness and dogmatism so frequently unjustified by reason, experience, and common sense.

In the third place, the school as a community center would furnish a convenient medium of exchange of ideas, industrial, political, economic, social and otherwise, that would result in better living conditions in the humblest home of the most remote resident of the neighborhood.

In spite of countless conferences and commissions, we are far from the real solution of the problem. A drive into any district remote from a railroad will show that the country church, the country school, and the country house are still univiting places. The farmer's wife is still the slave of inconvenience, and the young folks of the community have no proper outlets for recreational and social activities. The community center plan, however, would make it possible for these activities to be projected and directed by those of broader experience and maturer

judgment and there would result a social relationship sane in its character, thorough in its reach, and wholesome in its effect.

But the community center plan will never work itself. There must be a new school and in it a new teacher; one who is in sympathy with country life, is familiar with all types of rural industries, and in the sciences underlying them; one who is trained to find beauty in utility and to interpret words in terms of action. In short, one who is skilled to find opportunities or create them, if needs be, out of the extremities of the community, is tireless and tactful in working them out, and makes the domain of the school and of her unselfish service the complete life of all the people.

In these and many other ways the school building is a potential agency for the type of co-operation that can easily be brought about if the people of the community can be brought together, become acquainted, and think jointly about those matters that concern the phases of their everyday life and toil as well as their recreations and fellowships. Only in this way can we hope to develop the powers of our country folk, elevate their ideals, enlarge their outlook, focus their intelligence on everyday needs, and make their community a place of contentment and a joy forever.

SPECIAL DAYS

MEETINGS TO BE HELD IN EVERY COUNTRY SCHOOL DURING THE YEAR 1914-15



IN ORDER to give each school and community something definite to do in enkindling an intelligent enthusiasm and in awakening a co-operative spirit that will permeate and elevate country life, each public school in the state should be inspired to observe the special days given below. Nothing short of determined and persistent efforts to make the celebration of these days felt and participated in by all the people in the community should be the aim of every teacher in every rural school. A number of other days are also well worth celebrating, but the four have been prescribed because they are so general in their nature that no community can afford to neglect to observe them; and local conditions are usually divergent enough to require that the observance of other days be left to the wisdom and discretion of the thoughtful and progressive teacher.

Suggestive programs have been arranged for the observance of the special days, and institute workers are urged to do their very best to arouse the teachers to a full sense of what is contemplated by this movement, and with their opportunity to further the work of uplifting country life by the united and purposeful efforts of all the people of all ages in every community. The programs below are intended to be suggestive, rather than binding, and whether they are followed closely or not, the days should be observed by every country teacher, by every country school, by every country community.

"SCHOOL IMPROVEMENT DAY," OCTOBER 30, 1914

In order that this day may be thoroughly effective, much preliminary work must be done for at least two weeks in advance. Efforts must be put forth to have the building and grounds in such condition that they will pre-

sent a creditable appearance on this day. A number of things can be done in any school that will be worth while, both indoors and out. A few of them are suggested:

Interior

1. Clean windows, floors and walls. Put in window-panes where necessary.
2. Paper or paint walls.
3. Provide shades for windows. Polish stoves.
4. Put locks on doors and windows.
5. Clean desks, disinfect where possible.
6. Paint blackboards. Provide erasers; make them where necessary.
7. Provide soap, wash-pan and towels; foot-mats, and scrapes.
8. Make and paint window-boxes for flowers.
9. Bring potted plants such as ferns; also flower vases; magazines for reading-table.
10. Ask for tools to be contributed as permanent property of school.
11. See to drinking-water. Supply fountains if possible. If buckets are used, insist upon cleanliness and individual drinking-cups.
12. Bring pictures. Sometimes **good** pictures can be borrowed from homes for awhile.
13. Repair steps.

Exterior

14. Paint exterior of building.
15. Lattice around building or plant cannas where this is not possible.
16. Clean yard; rake and burn trash; trim trees where branches are low.
17. Lay off grounds with view to work which is to continue through year. Plan base ball and basket ball grounds.
18. Playground equipment. (Six-in-one.) (Write Prof. M. Thos. Fullan, Auburn, Ala., for circular on play-

ground equipment. Also see School Improvement Bulletin No. 41.)

19. Provide sanitary out-houses.

(Write to State Board of Health for bulletin on Sanitary Out-houses. Also see School Improvement Bulletin No. 41.)

Note.—Organize in school a Housekeeping Committee; also a Yard Committee.

GOOD ROADS DAY

January 15, 1915

The first thing to do is to get some good literature on roads and road building. The teacher having become well informed and interested, and having at hand suitable books and pamphlets, she should endeavor to enthuse her pupils with the desirability and value of improved highways. If the teacher manages this material skillfully in connection with geography, language, history and arithmetic, children will become good roads advocates.

After the pupils have become interested it would be a good thing if some of them in company with the teacher could combine with an outing a tour of inspection to and over the nearest stretch of properly built road.

When the time is ripe a good roads meeting for the community is in order.

Program (Suggestive)

The teacher and pupils should have a map showing all the public roads of the community drawn on the blackboard before the meeting.

1. Song, America, followed by Devotional Exercises.
2. Inconvenience of the roads as they are (by a citizen).
3. Are the roads properly located? If not, what changes should be made, and why (By a citizen.)
4. How much does this community lose by not having good roads. (By pupil or other suitable person.)
5. Anecdotes of the bad roads of the past (by older citizens).

6. Roll Call, and responses selected from "Good Roads Arbor Day."

7. Effect of good roads upon the school and church life of the community. (By local pastor.)

8. What are the best ways to put our roads in good condition, and what will it cost? (By best available authority.)

9. What shall we do? When? (Plans may be formed if thought wise.)

10. Adjournment.

List of Available Publications

U. S. Department of Agriculture, Washington, D. C., free on request:

Bulletins:

No. 95—Good Roads for Farmers;

No. 136—Earth Roads;

No. 505—Benefits of Improved Roads;

No. 311—Sand Clay and Burnt Clay Roads;

No. 321—The Split Log Drag;

No. 31—Mileage and Cost of Public Roads in the United States;

No. 39—Highway Bridges and Culverts;

Circular No. 95—Special Road Problems in the Southern States.

Circular Good Roads Arbor Day, Bulletin No. 26 (1913) Bureau of Ed., is one of the best. Send 10c postage to Superintendent of Documents, Government Printing Office, Washington, D. C.

Further information may be had from State Highway Engineer W. S. Kellar, Montgomery, Ala., or of The Office of Public Roads, Department of Agriculture, Washington, D. C.

HEALTH DAY

February 12, 1915

The Health Day Exercises should be preceded by preparation on the part of pupils and teacher after the manner suggested for Good Roads Day.

Program (Suggestive)

1. Song and Devotional Exercises.
 2. Health Dont's; Health Do's (one each from several pupils drawing upon what they have learned).
 3. The housefly, enemy of health; how to treat him (by a pupil).
 4. The dangers of shallow and improperly located wells (by teacher or citizen. Have good drawing to show properly located well.)
 5. The ventilation of a bed room. (5 minutes paper by a girl.)
 6. "My Health Creed" (from School Improvement Bulletin No. 41), by a pupil.
 7. Music.
 8. Humorous recitation, or other entertainment.
 9. The greatest menaces to the health of this community. (By invited physician.)
 10. Song and adjournment.
- Free bulletins may be had of the United States Department of Agriculture, Washington, D. C., as follows:
- Farmers' Bulletins:
- No. 459—Houseflies.
 - No. 450—Some facts about malaria.
 - No. 115—How insects affect health in rural communities.
 - No. 345—Some common disinfectants.
 - No. 393—Habit-forming agents (drugs in foods).
 - No. 377—Harmfulness of headache mixtures.
 - No. 463—The Sanitary Privy.

Valuable bulletins are issued by the State Board of Health, Montgomery, Ala., on such subjects as the Housefly, Typhoid Fever, etc.

The teacher should consult either of the above sources for additional help on any special topic.

BETTER FARMING DAY

March 12, 1915

The problems of life are threefold—production, distribution and consumption. The farmer's greatest interest is in the first. The other two are important.

Distribution includes co-operation in handling and disposing of products in order that the producer may realize a profit therefrom.

Consumption includes not only the consumption of such parts of his own products as are necessary, but the procuring of food which cannot be produced at home as well as clothes and manufactured articles that are needed for use by the family.

All three problems are given space in the program.

While this program is entirely suggestive, two subjects are given under each head so that if either is used, judicious selection may be made. More music and recitations may be inserted if thought best.


Program (Suggestive)

1. Music.
2. Invocation.
3. (a) How to build up worn-out soils.
(b) Fertilization and cultivation of corn (or cotton).
4. (a) Selection of seed corn.
(b) Selection of seed potatoes.
5. Song by the children (Corn Club songs).
6. (a) Heading off the Boll Weevil.
(b) Raising popcorn for home and market.
7. (a) How I made my acre of corn—by a Corn Club boy.
(b) What I did with my crop of fruit and vegetables—by a girl.
8. (a) Stockraising (including a demonstration in stock judging).
(b) Fruit growing.
9. (a) Use of improved machinery as a labor saver on the farm.
(b) Labor saving devices needed by the women in the home.
10. Dinner (on the grounds).
11. (a) Co-operation in buying fertilizers and other necessities on the farm.
(b) Co-operation in marketing crops.

12. *Recitations, such as:
 - a. Masque of the Seasons.
 - b. Woodman, Spare that Tree.
 - c. Appleseed John.
 - d. The House by the Side of the Road.
 - e. The Calf Path.
13. (a) How to spend leisure hours.
(b) Proper recreation for children.
14. Song, "The Old Oaken Bucket."
15. (a) Shopping problems.
(b) A properly balanced ration.
16. (a) The battle with the germ.
(b) Prevention better than cure.
17. Song, "God Be With You Till We Meet Again."

*These are contained in Bulletin 553, U. S. Bureau of Education, Washington, D. C. This will be sent free of charge, upon application.

BETTER HEALTH CONDITIONS IN THE COMMUNITY

VERY rural community should come to look upon its school as a central factor in determining the health and sanitary conditions surrounding the community's people. The school should ultimately become a vital force in setting up and maintaining a standard for health conditions in a community in much the same sense in which it should represent, its intellectual and moral status.

Better Health Conditions should be the slogan for every rural school in Alabama.

It must be obvious, however, that a requisite for the rural school in taking on this new function as a factor in determining health conditions of the community is, first of all, to set its own house in order. No school can possibly succeed in this new role if it sets up to preach a gospel of health and sanitation which it does not itself put into practice.

Investigations have shown that one of the most urgent needs today is a rigid and systematic medical inspection of our schools. The mental development of the school child depends fundamentally upon a healthy body. This is an adage grown old while thousands of school children have passed on through their generation, reaching maturity too often as mental and physical cripples, because the wisdom of the adage was not heeded.

The State Health Department has recently found that 8,600 or 30% of the school children representing 429 rural schools in 37 counties in Alabama had physical defects of sufficient gravity to retard seriously their development, and it was further discovered that less than one-fourth of these 429 schools had sanitary arrangements which would meet even minimum requirements, the inevitable result of this being a heavily polluted soil actually constituting a part of the children's playgrounds.

Obviously, such findings, even though meager and lacking in detail, are sufficient to indicate very clearly

certain fundamental defects in our rural schools themselves which **MUST** first be remedied before the school will be able to vitalize community life along the lines of health and sanitation.

What steps then are necessary in order that a rural school may take its proper place and play its full part in the development of better health conditions throughout the community?

First of all, every influence should be exerted to secure funds by local taxation. Health and sanitation are purchasable commodities, but they cannot be had for a few dollars—a mere pittance, and part of that donated by the State. Every community should, and ultimately must of itself provide for better health conditions locally, without looking to the commonwealth for any considerable support.

Make every school building with all its environments a model in sanitation. This does not imply elaborate architecture, pleasing landscape surroundings, or costly equipment; but it does mean proper lighting and ventilation, an uncontaminated water-supply, a location of such elevation as to have proper drainage, and ample playgrounds that are absolutely free of soil pollution. It is the lack of these last-mentioned essentials that has wrought havoc with the lives and health of thousands of school children in our rural schools, and that year after year has crippled so many of them in both body and mind.

Faulty lighting produces serious defects of vision, which have too often become permanent. Bad ventilation is vicious in its indirect effects upon the receptive mental faculties of the child, ultimately resulting, as it does, in actually dulling brain activity. The more direct effects of bad ventilation upon physical development are of course commonly known and need not be detailed here.

An uncontaminated water-supply is a matter which demands rigid attention. Some recent investigations have brought to light the fact that many rural schools are using drinking-water from heavily polluted wells, and no small number of tragic results from typhoid fever have been traced to such sources.

Elevated grounds with ample natural drainage should be sought for every school location, so that the formation nearby of pools and ponds may be avoided as far as possible, thus limiting the breeding-places of the mosquito. This is one of the primary precautions to be carried out in the prevention of malaria—a malady that is so very widespread throughout many rural communities.

Soil pollution, resulting from the lack of sanitary privies at our rural schools and homes, has been the means of producing more human misery and disability by spreading the scourges of **Hookworm Disease** and **Typhoid Fever** throughout rural Alabama than any other single factor affecting the lives and health of her people.

The heavy toll invariably levied by such a disease as Typhoid Fever is commonly known to all, but the appalling cost of Hookworm Disease has not yet been fully realized. The enormous loss in mere dollars and cents alone, resulting from our failure to recognize the importance of the sanitary privy, is sufficient in itself actually to cover the cost of every rural school building in Alabama. The value of the lives and health of school children, however, should not be measured by such mercenary considerations and there should be an accounting of the physical disabilities which mark the end results of an infection with such a blood-destroying parasite as that which causes Hookworm Disease. This malady exists and spreads solely by means of soil polluted with the contents of the ordinary open-back surface privy—the type to be found in ninety per cent. of our rural schools and homes. In order to appreciate the full significance of the effects of Hookworm Disease, witness the picture presented by hundreds of little hookworm-infected children. They are pale, weak and anaemic, bloated and ill nourished, crippled in mind and body, existing in utter poverty, often indeed in base illiteracy, utterly incapacitated physically and mentally to receive an education. And yet, many such children as these are actually living today within a stone's throw of hundreds of schools in rural communities in Alabama. In the light of what has just been stated concerning the mode of transmission of this disease, and its effects upon

the sufferer, some idea of the economic loss resulting from this preventable malady may be gained from the records of the State Health Department, which show that within the past three years 38,869 persons in 42 counties have been examined and of this number 16,232, or 41.7% were found to have Hookworm Disease.

From the foregoing recital of some of the conditions actually existing which affect many of our schools, it must be clear what the school should, at the outset, accomplish for itself. Having done this, it should then assume the responsibility of teaching its own practices to every man, woman, and child in the community. Every teacher should feel it his or her duty to make a close study of the fundamental principles of sanitation which govern the health conditions of rural homes and schools. A course of study should be planned such as would provide for systematic instruction of every pupil in the school, young or old, every day of the school term. Moreover, it is absolutely essential that such instruction be given just as conscientiously as one would teach reading, or writing, or spelling, or any one of the other elementary branches. Such instruction can be most effectively carried out by means of health exhibits, made up of photographs, illustrated charts, leaflets, and pamphlets. These exhibits, which can be prepared by the aid of our State and Federal Bureaus of Health should ultimately form a part of the permanent equipment of every school.

Let every school have its Health Committees, appointed by the teacher. She should select one group from the boys and one from the girls, and make these committees responsible for the proper sanitation of the school and all of its environments. Their duties should be specific, and well defined, and carried out in all seriousness, and always without any show whatever of false modesty regarding many of its details. Such Health Committees should be given authority commensurate with their duties and responsibilities; and if these committees are carefully selected, and new ones appointed from time to time, it will be found one of the most efficient methods that could be adopted for teaching children along the lines which have already been indicated.

Lastly, make the community school a center for public instruction, where not only the children themselves are taught, but where also all classes of men and women from the community may come together at regular intervals to learn what community health means, and what steps are necessary to bring about better living conditions. Health Day, as suggested elsewhere in this Manual, should be rigidly observed in every public school in Alabama. The special program for the day may be adjusted so as to make it fit the peculiar needs of the locality. While the teacher and pupils, particularly the Health Committees of the school, should at all times take the leading part in this effort to reach the public, and ultimately bring them into the spirit of the movement, illustrated lectures by others on public health questions should be arranged for, and thus outside influences brought in.

The County Board of Health should be brought into active co-operation with the school in the health campaign for the community. The County Health Officer in his official capacity, and also all the other members of the local County Medical Society should be enlisted in this public service. The health officer of the county particularly should frequently visit every school in the county to make practical health talks at the school, and to aid the school in enforcing its sanitary regulations. Other physicians of the county should visit the schools at regular intervals and give lectures and demonstrations on subjects of health and sanitation. A definite program of this kind should be settled upon at the beginning of the school term and continued throughout the entire year. The program should be kept thoroughly advertised by the school, and in every instance, when these visits and lectures by the physicians are to be given, a special effort should be made by the teacher and the health committees of the school to bring the people of the community out, and at the same time urge them to attend regularly during the whole course.


Prominent citizens and officials of the community, such as school trustees, Probate Judge, the Mayor, banker, or

some prominent lawyer, should from time to time preside over these meetings. These efforts, if entered into in a spirit of loyalty, and persisted in, cannot fail ultimately to produce a very profound effect upon community life.

Again, the kind of outside co-operation which has been suggested might also, at times, be given by public health officials of the State Health Department, and, perhaps occasionally by lecturers from our National Department of Health. The State Health Department will be glad to communicate with any teacher at any time with reference to these suggestions.

Finally, whatever may be the details of the plan which each school shall have to work out for its own community, the hope is indulged that the general suggestions here offered may serve to emphasize the fact that the school that is permanently to further the development of community life in all its phases must ultimately get a very clear vision of its proper function in determining the health conditions of the people who are its own patrons and upon whom the school vitally depends.

BETTER ECONOMIC CONDITIONS IN THE COMMUNITY—WAYS AND MEANS OF BRINGING THEM ABOUT

HE economic conditions of any community should be such as to enable the people to live up to a standard civilization. The standard first must be in the ideals of the people. Right ideals being set up means to attain to the standard most likely will be found.

In modern civilization every man should be able to produce enough to supply his wants, and to have a surplus of both time and means. It is the business of education to teach the individual how to live; how to have means to live, and how to spend his surplus so that he and society may profit from it. Stated in terms of rural life the thought may be put more concretely as follows: Every farmer must desire a certain minimum standard of living. Every farmer in Alabama should have an ambition to own his home and farm, even though modest—a home attractive, comfortable, sanitary, conveniently arranged, with as many conveniences and labor-saving devices as are possible. He should wish to produce the best livestock, poultry, corn, cotton, hay, potatoes, fruits and vegetables—so that his labors and plans would enable him to have the desired surplus of time and means for leisure; time to associate and confer with his neighbors; time for recreation and for intellectual improvement through reading, and for other cultural opportunities. He should desire the best school and church facilities, and good roads by which to reach them; his ideals should require for himself and his family, social contact, recreation, music, literature and lectures—such things as we are accustomed to call cultural.

The above-mentioned things are only suggestive, but the position is taken that *the people of the country must be taught to look forward to all these things with an optimism born of the belief that they are right and possible of attainment.* The first great requisite to securing better economic conditions in the community is that

education of the people which makes them long for the kind of home and community life about which so much is being said. Our "young men must dream dreams; our old men must see visions."

A scheme of civilization must have not only a minimum standard of living, but also methods and organizations for legitimately procuring means for such living. If our country life is to be better, happier, fuller and sweeter, economic conditions must be made better.

Economic conditions may be improved:

1. BY INCREASED AND IMPROVED PRODUCTION

How may the teacher be of service in this respect?

(a) By teaching scientific agriculture in school and out. By identifying himself with the Farmers' Union and helping its members to educate themselves in such matters as, the use of fertilizers; the elimination of pests (it is estimated that 795 million dollars were lost to farmers in a year by insect ravages); intelligent and economical use of farm implements; co-operative buying of expensive machinery. There is a great deal for us to learn and to teach about labor-saving machinery for the farmer.

(b) By helping the farmers to discover and solve their own problems, such as improving breeds of live-stock and poultry; (A study showed that the dairymen of New York State lost on inferior cows in a single year 60 million dollars) co-operative destruction of pests; co-operative drainage; use of pastures and cover crops; special diseases of animals; conservation of useful birds and the use of the bulletins of the Departments of Agriculture in the solution of these problems.

Would it not be a good thing if we could substitute, in the debating society, subjects of the kind indicated above for such as "Resolved, That fire is more destructive than water."

(c) Boys' Corn Clubs, Girls' Tomato and Canning Clubs, Farm Demonstration work, Sewing, Cooking, and Good Health will be discussed in other connections; but

they should be mentioned here as important factors in the making of better economic conditions.

2. BY USING BUSINESS METHODS IN THE MANAGEMENT OF THE FARM

Unfortunately here and there is a farmer who apparently ignores all the rules of business and yet succeeds. Investigation will show that he does so, not because of his methods (or rather, lack of methods), but in spite of them. On the other hand we may not take the one example of success and ignore the ninety-nine who either failed or succeeded indifferently.

The farmer must become a business man. He will then sit down deliberately and take stock of all his investments and resources, his liabilities and possibilities. He will determine the most profitable course to pursue in regard to the amount and kind of land, amount and kinds of fertilizer; number and kinds of tools or implements, and the amount and kind of labor, that must be used in order to insure the best returns from his investments. In these things he must profit from the experiences of previous years, but this he cannot do unless he has been business-like in past years.

He must determine whether he gains or loses by keeping this cow or that; by raising this pig or that; by raising poultry and eggs. He must figure out whether it pays to buy from the markets and haul to his plantation certain commodities that might be produced at home. He must decide between giving certain time to further production or to taking care of what has been produced already. He must learn through these methods where there is waste; and then he must find ways to utilize the odds and ends to greatest advantage.

The mention of waste calls to mind familiar scenes of rotting fruit in a thousand orchards; gardens full of fine vegetables dying and drying; barn-yards where valuable manures go down the gullies at every rain; horses and mules that eat twelve months a year, but five months they toil not; fields lying bare all winter where grains or

clover would enrich the soil and the milk pail; costly farm implements alternately soaking and baking—all this waste because no methods for preventing it have been devised and systematically applied. Every school should start a crusade against this sort of wastefulness.

An agency that should be utilized more in the prevention of waste, and for other ends, is the Rural Free Delivery Parcel Post Service. The uses to which this service may be put; the best methods of buying and marketing by means of the same; how to prepare butter, eggs, fruits, vegetables, etc., for shipment; where to buy cartons, containers and other special materials for packing; how to find markets, both local and distant; how to advertise farm products—all the foregoing are topics in which the community should become educated, and they suggest to the alert teacher opportunities for a wider service.

Perhaps the greatest constructive work the teacher can do in bringing business methods to the farm will be possible only after there is a farm in charge of the principal of the school—the new type of consolidated school toward which we should strive—where the teacher is not merely teacher in the traditional sense, but is agriculturist and a leading citizen as well.

In the mean time something may be done. If some farmers could be induced to “keep books” on their cows, mules, chickens, gardens, orchards and fields they would no doubt make some interesting discoveries. The simple weighing of the milk and butter produced and the food consumed by each cow in a community, followed by a calculation of values and of investment involved, including time and money, would doubtless be the strongest argument that could be advanced for improving breeds of cattle.

If a farm could be platted accurately and from the plats could come plans for each field; and if accounts could be kept for each plat, showing investments and returns, all with a view to finding where and why there were gains, or where and why there were losses—even if this were only on a small scale with boys’ patches—some valuable things would be learned.

Cannot the teacher and the older pupils constitute themselves a commission to investigate many of the "profits and losses" of the community and to find the needed remedies? Cannot the farmers discuss these subjects at their meetings? Cannot the teacher have some competent persons to address the farmers on some such topics?

The teacher should become familiar with some simple methods of farm accounting which may be taught to the advanced arithmetic classes. If the home can be interested sufficiently this teaching may be conveyed to other members of the family; or the pupil may become "book-keeper" for the home and farm.

3. BY ORGANIZATION AND CO-OPERATION

And now abideth Increased Production, Business Methods, and Organization; but the GREATEST of these is ORGANIZATION. Says Sir Horace Plunkett, President of the Irish Agricultural Organization Society, of Dublin, "Civilization, as we understand it in this country, implies a certain standard of luxury and comfort; furthermore that this comfort and luxury involve a surplus over and above the mere means of subsistence. A scheme of civilization involves to my mind a clearly thought-out plan for making and maintaining and for using that surplus. I say that owing to the fact that those who conduct the oldest and most honorable occupation; those who conduct what is by far the most important industry are not organized, this surplus is constantly and all the time held away from them by organized interests; and until farmers are organized for business purposes that state of affairs will continue, and they will have no rural civilization in the sense of which I use the word. . . .

"We have found in Ireland, and my studies in many other countries have convinced me, that the thing to do, neglect of which bars all progress, is the reorganization of the farmers' business. The great change that the farmers have got to make in their business methods is simply this: THEY HAVE GOT TO INTRODUCE

METHODS OF COMBINATION INTO THEIR BUSINESS AND WORK TOGETHER."

Farmers must avail themselves of the advantages of organized business; of co-operative marketing and buying. Every community ultimately must have its organization and its skilled manager paid to attend to its business. The local division will be only subsidiary to the larger organization, which will be county-wide, and perhaps state-wide. Products will then be standardized (that is guaranteed to be of certain quality) and the organization will become responsible to the purchaser. Likewise the individuals will be responsible to the organization for their products, with the result that both producer and consumer will be protected in buying and selling.

If each teacher in the state will but inform himself in regard to the work that is being done through organization in Ireland and Denmark, and in a few sections of the United States they will each become an apostle of business methods and co-operation for our farmers, and will see that the doctrine is preached from every house-top.

They will co-operate with the County Superintendent of Education, the Farm Demonstration Agent, and leading farmers in organizing County Farmers' Co-operative Associations. They will assist the farmers in their respective communities in understanding the workings of the associations and the standards and methods required of their membership. They will study to find new ways of being helpful to the most people in the best way.

BETTER SOCIAL CONDITIONS IN THE COMMUNITY —WAYS AND MEANS OF BRINGING THEM ABOUT

- I. Social status of a community is the measure of its unselfish activities.
 - (a) Old days in Dixie gone.
 - (b) New social life a life of service.
 - (c) The service test as a measure of social efficiency.

- II. Social life depends on proper division of the hours of the day.
 - (a) Too many hours of work is slavery.
 - (b) Too many hours of so-called leisure the road to discontent and decay.
 - (c) Time for work, time for recreation, time for sleep, all in proportion, essential to social growth.

- III. Regard for existing conditions essential to social improvement.
 - (a) Must first analyze existing conditions.
 - (b) Elevating influences already existing must be developed.
 - (c) Wrong influences must be eliminated.
 - (d) Keen discrimination needed in analyzing existing conditions.
 - (e) Careful judgment necessary in determining new lines of procedure.

- IV. The transfer of social influences from the home to the school.
 - (a) Transfer brought about by stagnation in home social life.
 - (b) Transfer further aided by the challenge to service given to school people.
 - (c) The transfer is often a resurrection.

V. Essentials in social leadership.

- (a) Must preserve a united people.
- (b) Must avoid that which divides the community.
- (c) Religious but not sectarian, patriotic but not partisan.
- (d) Better health, material development, recreation and rest preserve a united people.

VI. Agencies for promoting better health, material development, and recreation and rest.

- (a) Better homes, better school houses and equipment, better cooking, better farming, better roads, libraries, literary organizations, play apparatus, demonstration schools and demonstration agents, county fairs and district exhibits.

VII. Contributing agencies to social development.

- (a) Railroads, telegraphs, automobiles, rural delivery, etc.

VIII. Exaggerated notion of the duty a cause for pent-up anxiety over the actual duty.

- (a) A little analysis shows the condition.
- (a) Beginning work opens the way.



THE social status of a community is largely the measure of its unselfish activities. The status is constantly varying in every community. We frequently remark on the wonderful change in our old home as the years go by, whether that home was on the farm or in the village or in a city. Old forms of social life are gone. New forms of activity have taken their places. In some instances it has been an improvement. In many instances, particularly in the country communities, the change has been one of stagnation and deterioration until little is left of any form of actual community social life. Perhaps as a people of the South we are a bit proud of the old days in Dixie, when,

with a liberal leisure, social life easily took precedence. I can not believe that these old days were better than the present. Certainly not if measured by the real test of "opportunity for service," and this test which we may call the *service* test, for want of a better name, is to my mind the real test of social life. I still believe that the people who must work daily, plan intelligently, prosper moderately, live frugally, and worship rightly are much higher in the scale of real social life than any people burdened with leisure and with no desire to render a full service during the hours of such so-called leisure.

Certain hours of the day we need for rest and recreation, certain hours for sleep, and certain hours for work—making a living. It is this period of rest and recreation that should be classed as our leisure hours. It is during these hours that our greatest opportunities for social service and social activity come. Pitiably indeed is that condition which admits only of work and sleep. It suggests slavery. And no American appreciates the suggestion of such a condition. Almost as pitiable is that people who can only rest and sleep. Such a life is not luxury. Such a condition surely breeds discontent, and often leads directly to the most selfish of activities, and frequently to debauchery and decay.

Any consideration of social activities in Alabama must have regard for all the agencies, avenues, and social conditions now existing. It is from this we must work. There is wide variance from county to county, from precinct to precinct, from school to school. He who would aid in better social conditions must first analyze the existing conditions. He must use all the elevating elements of the present. He must eliminate the wrong tendencies. He must establish a goal of high aspiration. He must surmount the barriers to his undertaking. My message to you, first of all, is a plea for the exercising of keen discrimination in analyzing the present conditions in your own particular field. And when this is done there is yet needed the most careful judgment in determining along what lines to proceed. Many are the mistakes made in this process of elimination. And many are the mistakes

made in determining on new undertakings. And here let me pause but a minute to say that the problem is alike the problem of city and country. Let us not forget that powerful influences are needed in our cities if social conditions become better just as powerful influences are needed in rural communities if conditions are to improve materially.

Our first problem then is to find those who are trained to exercise keen discrimination in analyzing present conditions, and to exercise careful judgment in determining along what lines to proceed. To no person in the community should we more readily turn expecting to find these elements of leadership than to the teacher. Home life no longer means what it meant in pioneer days when often the home—one home only—was the community. The parent then was necessarily the social leader. Schools and school people have become more and more the clearing houses of community social life. They have become so from the lack of growth in community social life so far as the home is concerned, and from the further fact that school people have accepted the challenge to service, and, as the home influences went downward the school influences went upward. Each succeeding year finds new undertakings transferred from the home to the school. Sometimes, I may say frequently, it is no transfer at all, but a pure case of resurrection. There has existed a period of stagnation when we allowed the social activities to slowly die, and the teacher or some other social agent entirely revives the activities in new and improved forms.

In undertaking such leadership a very broad policy is essential. A leader must determine on what lines his entire community may unite and follow these. No person who expects great results, or even satisfactory results, can afford to indulge in partisan affairs. In religion he must be broadly tolerant, living and preaching the great truths of all times without indulging in sectarian squabbles. In politics he must be liberal and patriotic without being partisan and dogmatic. This in no measure denies the right of one's own creed in religion, nor one's personal preference and alignment in politics; it merely antici-

pates controversies and differences by acting on broad lines. There is too much to do, too many activities that unite, for a leader to permit any situation to arise that might divide his forces. Again I say, proceed along lines on which the entire community may unite and refrain from those activities that may divide.

The opportunities for service along broad lines are many. Not all of them may be undertaken at one time in any community. Some of them may not be needed in one community, all of them may be needed in another community. Certainly the opportunity for aiding in better moral and religious life should not be neglected. The health of the community can not be separated from its moral and religious life. Someone has said that "cleanliness is next to godliness" and another improved the maxim by saying that "cleanliness is godliness." So better health in the community is imperative. Better home conditions, better school houses and school equipment, greater opportunities for recreation, more time for recreation and rest, better cooking, better sewing, greater variety of foods of nutritive value—all these are exceedingly close to *better health*. The material development of people inspires good will and confidence. Any agent or any agency that brings this about will surely find a ready and united response from the people who profit by it. Such agents or agencies are Corn Clubs, Tomato Clubs, Poultry Clubs, Good Roads Associations, School Improvement Associations, Demonstration Schools, Horticultural Societies, and other commercial organizations. All of these need leadership. Until the leaders are developed in the community the teacher must assume the responsibility.

Closely associated with better health and material development in a community is the opportunity for recreation already mentioned. Libraries, literary organizations for men and for women, woodwork for pleasure and for profit, playgrounds and play apparatus for young and old, debating societies, county fairs and district exhibits, all contribute to this phase of community life.

There are yet other agencies which contribute to the better social life of a community. Such agencies we need


to encourage. Among them may be mentioned the railroads, telegraph lines, automobiles, rural free delivery service, parcel post, daily papers, magazines, telephones. Alabama is rich in her heritage of material things, richer still in her people, and though rich in these she is blessed with an army of men and women in her schools who feel the need of greater development in social life in all the phases, and who are working practically and willingly to bring such about. So of all the agencies that may contribute to better social conditions I do not hesitate to pronounce the school and the teacher the greatest of all. As is the teacher, so is the school; as is the school, so is the community; and fortunate is that community that has an honorable, hardworking, faithful and efficient man or woman for its leader. The demand for such leaders has always exceeded the supply. The demand will exceed the supply for a long time to come.

I am not worried over that small coterie of people who expose the belief that we are making machines and know-it-alls of teachers. In most cases this comes from an exaggerated notion of the actual duty. It is a kind of pent-up anxiety. When the way is shown and work has begun many of them become willing workers and efficient leaders. The way out toward better social conditions is through the school as the one great socializing agency of the community in which all the people have a common interest.

BETTER MORAL CONDITIONS IN THE COMMUNITY —WAYS AND MEANS OF BRINGING THEM ABOUT

The following brief discussion of this topic is based upon the subjoined outline:

1. Moral qualifications the correct criterion of good citizenship.
2. Is the school doing its part in the work of moral improvement?
3. The teacher's influence in bettering conditions.
4. The school should teach correct moral values.
5. The lecture plan of giving moral instruction.
6. The use of other community organizations.

ORAL qualifications, rather than educational qualifications, are the correct criterion of good citizenship. An educated citizen, actuated by good moral principles, is a valuable asset to any community. An educated citizen, dominated by immoral principles, is a menace to the welfare of any community. Education is a means of increasing, either for good or evil, the influence of any human life. Therefore, education is of value to the community only when it is used to promote that which is good, and it is worse than useless when it is used to promote that which is evil. Morality is superior to education. An uneducated moral people are vastly superior to an educated immoral people.

If these premises are true, it is evident that any system of education that does not improve the moral condition of a people is a failure. The question as to whether or not the schools of Alabama are today a potent factor in the moral betterment of the several communities in which they are located is a fair and legitimate one. The school that is not doing this work of moral improvement is worse than wasting the time and money of the people, and had better be closed if it cannot be greatly improved.

The teacher of such a school had better readjust himself to the reasonable demands of duty or seek some other vocation. The impartial critic must admit that our schools, on the whole, are exerting no mean influence for the moral betterment of the communities which they are supposed to serve. As a rule, good educational facilities and good moral conditions go hand in hand. Still we school folks must agree that there is ample room for the school to increase its influence as a moral force in the community. Our problem is not to make the school a moral force but to make it a greater one; not to be satisfied with our achievements, however great they may seem to be, but to reach out for larger service and greater usefulness.

In discussing ways by which the school may become of larger moral value to the community, perhaps the first thought to suggest itself to most minds is the worth of the teacher's example to the school and to the community at large. This idea may seem trite, but its triteness should not cause us to lose sight of its fundamental value. Usually the teacher has had wider opportunities for development along various lines than his patrons and pupils have had. In a large sense he should be, not only an educational leader, but a moral leader for the community which he serves. In the midst of petty local jealousies and prejudices he should be broad and tolerant. In the face of unfriendly criticism he should cultivate that charity which "suffereth long and is kind." He should not be too harsh in judgment upon the failings of others but should preserve with absolute inflexibility the rectitude of his own conduct. Doubt and distrust should give place to faith; wrath and resentment should be swallowed up in love. The teacher should be pure in heart, clean in life, and, at whatever cost, should achieve a mastery of temper, and of tongue. Such a teacher cannot live in a community without making an impress for good, not only upon the children in the schoolroom, but upon all who come within the range of his influence.

The next suggestion is that the school has a wide field of service in trying to give to the community of which it

is a part a correct idea of right moral values. Sometime ago one of our statesmen coined the expression, "a twilight zone." In dealing with moral questions there is such a zone in the minds of many people. Many boys and girls have no real conception of the inherent wrong in cheating on recitation or examination, or in unfair playing in their games. Here the seeds of dishonesty are sown. Many boys see nothing wrong in playing marbles for "keeps." Here the seeds of gambling are sown. Sometimes parents or teachers make promises or threats to children with no intention of carrying those promises or threats into execution. Here the seeds of deception and lying are sown. Many boys and young men get the idea that morality and manliness are incompatible, and that he who keeps straight and clean is a "sissy." Here are sown the seeds of various kinds of vicious habits and vile sins that often bear a fearful harvest of blighted lives and blasted characters. Let the school illuminate the twilight zone. Let it strive earnestly to inculcate a correct conception of moral values. Let it stand for honesty in all things, for truth in all things, for cleanness in all things. Most young people make the wrong start because they are in that twilight zone where the distinctions between right and wrong are not clear and vivid. It is the business of the school to teach correct moral values, and that school which fails to do so is recreant to high privilege and to sacred duty.

The old, set, hard and fast lecture plan of giving moral instruction has not wholly disappeared, perhaps. It may have had its good points, but they were probably outweighed by the fact that the human mind shows a disposition to reject that which is thrust upon it too obviously and patently. It is a waste of time to hold the whole school to the hearing of a long lecture whose application is often intended for only one or two pupils, and whose conclusions are so axiomatic that none of the listeners is so heterodox as to dispute them or so fascinated as to adopt them. To make our moral teaching effective the teacher needs enough resourcefulness and ingenuity to improve upon the old lecture plan. In these modern days capsules have relieved us of the horrors of the quinine

taste and a sugar coating renders the pill less repulsive than it is in its unadorned state. The efficacy of the medicines is not lessened and the willingness of the patient to take the treatment is greatly increased.

The school might find it reciprocally helpful to work in harmony with corn clubs, canning clubs, school improvement associations, farmers' unions, and any other such socializing agencies of the community. The school, the church, the Sunday school, the club,—all should join hands for the educational, social, and moral improvement of the community. "One can chase a thousand and two put ten thousand to flight." Doubling the forces gives a tenfold increase of power. How important, then, to enlist all the forces of the community in the fight for community upbuilding, development, and improvement. How important that moral improvement be not relegated to a minor position in the rear line, but that it be given its deserved place of primacy in the onward and upward march of the community's expanding life.

BOYS' AND GIRLS' FARM CLUBS AND THEIR RELATION TO COMMUNITY LIFE



IF COMMUNITY organization is to accomplish results of greatest good to the home, it must have vital connection with the school. Such organizations as corn clubs, pig clubs and canning clubs, which are now permanently established in Alabama, should be taken advantage of by those teachers who are interested in community organization, Alabama's Fundamental Need, for such clubs furnish a basis upon which to build an organized community structure.

In many schools, club work has fallen short of its possibilities because of the failure of the teachers to appreciate their vital relationship to it, as well as to understand the fundamental principles underlying it, and to know the essentials for successful management of such clubs. Institute conductors are in a position to present the work to the teachers in an effective manner, provided the presentation is made interesting and instructive.

There is no surer way of interesting the home in the school than for the teacher to take the school to the home. He should visit all club members, and together with the members of their families visit and carefully study the work in progress. In looking at same, the good points should be seen and words of praise spoken concerning them. A study of club bulletins should arm the teacher with information to be given as instructions.

If the teacher is not sufficiently versed in the science of agriculture to know the good points, he should look about for something that looks good to him. There is no better way to encourage a boy or girl to extra effort than to give words of praise, where praise is deserved. Many teachers, especially women, do not understand the principles of plant culture and animal life. To such, we would say go to the field with the idea of getting lessons in practical agriculture from your club members, and give them to understand that they are teaching you something. The special sphere of the teacher is that of organ-

izer and leader and a lack of knowledge of agricultural methods should not be a source of embarrassment to him, but rather prove a stimulus to learn of plant and animal life from his pupils.

The institute conductors should be given specific information regarding the organization and method of conducting clubs, as well as be provided with other information concerning them. It is the purpose of the following suggestions to provide such information for the conductors. They must draw on their resourcefulness for inspiring interest in the work.

BOYS' CORN AND PIG CLUBS

General Information

1. The work should be organized with the county as the unit, the county superintendent of education being the leader. Local clubs should be organized by school districts, the teacher being the leader.

2. Names and addresses of boys joining should be forwarded at once to the county superintendent.

3. Boys joining local or district clubs are members of the county club also and are eligible to contest for all general county and state prizes.

4. It is especially desirable to keep boys enrolled as members from year to year. Secure as many new members as possible, but by all means keep those already enrolled.

5. One personal visit to the corn patch or the prize pig of a club member is worth more to the cause than a dozen inquiries.

6. Hold organization meetings and exhibits for deciding contests. Invite the public to these meetings.

7. When the club is organized and its members are actively engaged in carrying out the work which has been outlined for them, the question, "How am I to keep up this interest?" may present itself to the teacher. Below are a few of the many methods which have been successfully employed by teachers who have succeeded admirably with the work.

- (a) Talks by the local demonstration agent and any progressive farmers should be had from time to time. The teacher should extend written invitations to them in the name of the club. The teacher should also supply the demonstration agent with a list of the club members and invite him to visit them as he makes his rounds.
- (b) A corn or pig exhibit sometime during the late fall will prove a decidedly interesting feature of the year's work, and put the boys in a happy frame of mind to begin the work for the next year's contest. The exhibit should be a public one, to which the entire community is invited. A program may be arranged to consist of short addresses by the county superintendent, the local minister, the demonstration agent and possibly some other invited speaker. Such exhibits may be collected at the school and later carried to the County Fair.

8. Keys to successful work are *Local Prizes* and *Personal Visits*.

BOYS' CORN CLUBS

All boys of your school district between the ages of 10 and 18 are eligible to club membership, even if they are not in school.

Clubs should be organized in the fall, because fall preparation is essential to successful crop growing.

As a matter of encouragement to the boys, prizes should be offered to those getting the best results. Where local clubs are organized, the teacher in charge should offer prizes to the members. These same boys, of course, will also have a chance to compete for the state and county prizes.

If you will go about the matter in a systematic manner, it will not be difficult to raise funds for club prizes. The most effective ways are by giving a school entertainment and by soliciting subscriptions and articles to be awarded as premiums from the business men of the school district.

It is advisable to offer a number of small prizes instead of two or three large ones.

A beautiful corn club pin can be bought for twelve and a half cents. This is the club emblem and makes a cheap and desirable prize. These may be had by addressing the Christian Finance Association, 80 Maiden Lane, New York.

If possible you should offer every boy in the club, who cultivates his acre of corn and makes a report at the end of the season, one of these pins. This should be done in addition to offering two or three other and more valuable prizes.

BOYS' PIG CLUBS

Any boy between the ages of 10 and 20 may become a member.

Each club member must raise at least one pig.

Each member must care for his stock in person, keep a record of the feed given and the pasture grazed. He must record the weight of each pig when it came into his possession and at stated intervals, so as to determine the gains. The date of harrowing should also be recorded.

Each member must have owned and kept a record of his pig for at least four months in order to compete for a prize.

It will be found best to distribute the prizes into several classes, in order that a number of the contestants may have a chance to win a prize. Honor and recognition sometimes count for more than money. Badges, certificates, and diplomas given to the club members are often appreciated as much, if not more, than money and other expensive premiums. When liberal amounts are given for prizes in a county, it will be well to give prizes to the winners of the district clubs and offer premiums to the club that makes the highest record with five to a team, dividing this premium into several awards, depending upon the rank.

The prizes should be such as will add interest to the work. They may be a trip to the State Fair, a trip to

the Feeders' and Breeders' Show at Fort Worth or to the International Live Stock Exposition at Chicago, scholarships in agricultural schools, the expenses necessary to take a short course in the State Agricultural College, pure-bred pigs, pure-bred chickens, farm tools, books on live stock, etc.

CANNING CLUBS

General Information

This work is officially conducted in those counties where co-operative arrangements have been effected by which a county agent is employed for the supervision of the work, which can not be successfully carried on without careful supervision.

Before organizing a club the teacher should learn whether the county in which she is teaching has a county supervisor, who will look after the gardens of the club members during the summer months. If the county has no paid supervisor, clubs should not be organized, unless the teacher plans beforehand for the carrying on of the work during the summer months.

The boys' and girls' clubs are so closely related that the institute conductors are referred to General Instructions under Boys' Corn and Pig Clubs for additional information.

Organized Counties

The following are the counties at present organized:

<i>County and Agent.</i>	<i>Post Office.</i>
Autauga—Miss Zelma Gaines.....	Haynes, Alabama
Baldwin—Miss Mary Fearnear.....	Bay Minette, Alabama
Calhoun—Mr. Frank H. Watson.....	Anniston, Alabama
Chilton—Mrs. Nellie D. Shaw.....	Jemison, Alabama
Conecuh—Miss Myrtuice Broxton.....	Evergreen, Alabama
DeKalb—Miss Iris M. Appleton.....	Collinsville, Alabama
Etowah—Miss Dianna Bankson.....	Gallant, Alabama
Franklin—Mr. James E. Hester.....	Belgreen, Alabama

Jefferson—Miss Jennie Mae Rosser.....	1221 North 14th St., Birmingham, Alabama
Macon—Miss Ophelia May.....	Notasulga, Alabama
Marengo—Miss Ruth Murphree.....	Thomaston, Alabama
Marshall—Mr. Samuel J. Chandler.....	Guntersville, Ala.
Mobile—Mrs. Jessica E. McGuire.....	Mobile, Box 12, Ala.
Monroe—Miss Lucile Carter.....	Monroeville, Alabama
Pickens—Miss Margaret Davis.....	Reform, Alabama
Pike—Mrs. Florence B. Wilson.....	Troy, Alabama
St. Clair—Mrs. B. S. Hodges.....	Odenville, Alabama
Tuscaloosa—Mr. D. L. Smith.....	Tuscaloosa, Alabama
Walker—Miss Florice Wade.....	Oakman, R. No. 1, Ala.

The work will be extended to other counties during the season of 1915. However, it is not advisable to stress the work in any county until co-operative arrangements have been made and a county agent appointed.

Literature will be supplied members of any club requesting same. The failure to have a county supervisor will not interfere with a general supervision of clubs by the state agent.

OBJECTS OF THE WORK

1. To teach the best methods of growing tomatoes and to increase interest in home gardening.
2. To teach the best methods of canning and to stimulate interest and wholesome co-operation among the members of the family in the home.
3. To assist the mothers in always having a supply of vegetables for the table. This makes possible better living at a lower cost and saves the vegetables often wasted.
4. To provide means, with an educational value, by which girls may earn money.
5. To put the home and school in closer relationship, thus increasing the interest in home life and encouraging girls to think along the line of home-making.

Essentials to Success

1. Have a list of prizes ready to announce to the club on the day of organization.

2. See to it that every club member is visited in her home and there given encouragement and instruction.

3. Be diligent in seeing that each club member sets out her plants.

4. The teacher should sow seed in order to supply plants to the members who lose theirs.

5. Require the girls to measure the length of the ground to be planted by them and with them calculate its width.

6. Encourage the purchase of canning outfits and arrange canning parties.


7. The cans that have a commercial value are those that have not only been filled but well packed before sealing.

8. Encourage the club, as an organization, to make an exhibit at the county fair or in the school building.

9. The most essential feature of the work is the securing of reports from each club member, and a faithful teacher will stress this point.

10. Keys to successful work are *Local Prizes* and *Personal Visits*.

MEN'S CLUBS—THEIR ORGANIZATION AND FUNCTION IN RURAL COMMUNITIES

TAGNATION can be the only outcome where effort toward improvement has ceased. Effort toward improvement, whether social, educational, religious or moral, is most efficient when directed through organization. The individual is lost in most cases who attempts to accomplish things through isolated effort. This is an age of organization. Associations and clubs of various and unlimited kinds for concentrated and co-operative effort are springing up daily. The physician, the lawyer, the teacher—all have organizations for study, improvement and exchange of ideas. Trades, occupations and vocations have organized clearing houses of ideas and social intercourse. Labor unions and organized labor are factors which cannot be lightly brushed aside by even organized capital.

Not only is occupational and commercial endeavor organized on every hand, but the same is true of social and civic movements and causes as well. Associations for social betterment and moral uplift, associations for combating the ravages of disease, and for protecting society's weaklings, are at every turn. There seems to be no end to organized endeavor. That profit and progress is the outcome of it all cannot be denied. That it accomplishes what is intended is shown in its increasing tendency instead of its cessation.

While this tendency toward organized effort is universal in a general way, there remains an amazing exception to it in rural and village communities. Community organization, save that of the Church, is almost unknown in scores of Alabama districts. In the rural sections in Alabama a distinct decline is noted in this respect. Farmers' granges and institutes were at one time more numerous than at the present.

As the Church, the only organized factor in community life in rural Alabama, is very limited in its scope, and the more rural the community the more limited it is,

there stands an opportunity for some one at every cross roads. Who will answer the call? If the rural teacher does not he is not living up to the standard his profession requires of him, nor taking advantage of the opportunities that are his for the asking. Organizing men into clubs for general betterment, with the school house as the meeting place, is the teacher's opportunity for service.

The initiative in getting the men together for organization, the planning to make sure that the organization is accomplished, the many details to insure efficient club work after organization, will all be looked after by the tactful teacher, but in a way to have all these things done rather than by doing them. The mistake is so often made by teachers, and especially young teachers, in making themselves too conspicuous in the public part of the work. The young teacher is so often afraid he will not get the glory for his efforts that he defeats his own plans. If interest is to be maintained or even enlisted, others must be given a chance. It is human nature to show the most interest in things in which the individual himself has a hand in the shaping. We see this every day in the school room by pupils who are indifferent to regulations until they are appointed to monitor duty or some such office in which the responsibility of the work rests partly upon them. We see it in the Sunday school when a pupil is changed immediately from an indifferent and irregular attendant to the extreme opposite by the appointment to some little office, merely because it gives him something to do and be responsible for. Often men and women who have been utterly worthless to the community by their neutrality, have become powers for constructive good when pressed into service by some cautious and tactful leader. Such a leader will plan in advance, have the part taken by others in public, and endeavor to keep his own mouth shut.

Too often the motive for forming clubs is personal glory rather than community service, and in such cases it is very difficult for the young teacher who is responsible for the organization to keep from yielding to the

temptation to advertise himself. By this we do not mean that the organizing teacher will have nothing to do but furnish the school room as a meeting place. The extreme opposite is true. He will probably have everything to do. Nothing can for a certainty be left to others, and no detail can be slighted by his supervision if success is assured. But he will do all this in advance by scotching others into line. In tactfully attending to all this and engineering the plans through, the teacher will have far greater duties to perform than if he made all the motions, presented all the resolutions and made all the public speeches—and far greater success. This takes a self-sacrificing leader, but what of it?—the service is for others and not for self.

No rural or village teacher should allow a season to pass without seeing to it that the men are organized into a community club of some kind. A club of a general nature, giving latitude for various interests, is probably more desirable than that of a special nature. If of a special interest, available program material will soon be worked over and interest will lag.

The membership should be open to all who will abide by the club regulations, and agree to take their turn on the programs. Nothing will kill an organization quicker than to allow its membership to fill up with a lot of drones who expect a few to do all the work. Those who are timid and backward can be assigned easy tasks, but all must in turn have some part on the programs if the club is to be a success. No program is quite so good as the one in which we ourselves have a part.

After organization, the whole success depends upon the programs, and much responsibility rests upon the program committee—and upon the teacher acting as its sponsor. An additional feature is added to sustain interest if occasionally some one is brought in from the outside, and ample material is available if we but keep our eyes open. The following list for outside help on programs is only suggestive and by no means complete. This material may be had in most cases without expense to the club if engaged sufficiently in advance and timed with business

and professional engagements bringing the men to your neighborhood.

(1) The local doctor, available for addresses on general health and welfare themes, school and home sanitation, and the prevention and control of disease.

(2) The local lawyer on business and commercial law.

(3) Local men who have made successes in some particular line of agriculture, fruit culture or stock raising.

(4) The Dean of your state agricultural college or some member of the faculty, on timely agricultural topics.

(5) The Experiment Station entomologist on insects injurious and beneficial.

(6) The Experiment Station director of animal husbandry on themes of the dairy herd.

(7) The State Veterinarian on contagious diseases of live stock, prevention of accidents, etc. In his absence a local practicing veterinarian could be substituted, and probably he would be delighted in the advertisement it would give him.

(8) An expert on horticulture from the state college, on fruits or berries particularly suited to your own immediate vicinity. A probable local substitute would be a practical orchardist or nurseryman on some phase of the home orchard.

(9) The presidents or members of the faculties of the various state educational institutions on educational themes.

(10) Your State Superintendent of Education if an open date can be had at some time when he is in your territory on official business.


(11) The State Supervisor of Rural Schools on similar conditions.

(12) State or county officers of societies of charities and correction.

(13) The State officers of the Anti-tuberculosis Association.

(14) The Rockefeller Institutes lecturers on the hookworm.

WOMEN'S CLUBS, THEIR ORGANIZATION AND FUNCTION IN THE RURAL COMMUNITY

HEN the history of this century is written, women will appear as organizers and leaders of great organized movements among their own sex for the first time in the history of the world. The Woman's Club movement represents a part of the great popular educational movement which is sweeping like a tidal wave over the country, manifesting itself in night schools, boys' clubs, girls' clubs, chautauqua, university extension, etc.

Men are doing the material work of the world, building its bridges, feeding its multitudes and bartering in its marts. And women, comparatively free to devote their energies to their children's training, are the natural allies of the professional educator.

The states with the highest educational advantages are those in which women's clubs are most active. They have been largely instrumental in bringing about the establishment of ethical and industrial training.

The woman's club movement represents the tendency to associated effort—associated effort for the happiness of each other, and moral, as well as intellectual uplift. The philosophy of the great movement is constructive and helpful. Its methods are non-aggressive.

Alabama women are awaking to their responsibilities. They have made a step in advance of self. For many years women's clubs have been flourishing in cities and in towns.

From the very nature of things, the women of the rural districts have greater need of some kind of organized efforts for the betterment of social, health and educational interests than do those in the cities. In Alabama, where the larger percentage of the population is engaged in agricultural pursuits, it seems doubly meet that there should be some getting together of the important factors in a rural community—the women. On the farmers of this country and especially of this state, de-

pends the prosperity, and on the women who feed these farmers and their hordes of help,—on the women who do not only the cleaning, cooking and laundry work of the home, but also care for the by-products of the farm—depends the prosperity of the farmers. Women of the rural homes need all of the efficiency they can gain from the knowledge and experience of others whose conditions are the same. Only when women have united to study the business of running a farm home will the drudgery and the hardships be alleviated.

The club organization gives something to relieve the monotony of the daily duties of the woman on the farm. It helps her, keeping her in touch with different phases of living. Above all, the sympathies of these great wielders of destiny,—the good women,—need to expand. The club organization prevents the narrowing and making insignificant these sympathies. It makes possible the accomplishment of practical things and furnishes the means of relieving the very practical with a thought of poetry and aesthetic affairs. Through concerted action, gayety may be introduced into neighborhoods, not only to increase the happiness and usefulness of the club women, but to make the country more attractive for their boys and girls.

How can the women of the rural districts be brought to realize the pleasure and good resulting from social organizations and be given a stimulus and encouragement to express themselves—their needs?

The school is becoming more and more the center of social life in the community. The teacher, with a wider experience than the majority of mothers, is the best person to start things. She can begin by talking about the advantages of the club to be organized, arousing some interest. The women of the community may be invited to meet on some special occasion. Here the plans may be presented, and, if no leader is found, the teacher assumes the leadership until one is trained. "The Progressive Farmer" of April 19, 1913, gives minute directions for organizing a woman's club in rural districts.)

We all know how much good has been accomplished by the School Improvement Association, organized by teach-

ers, with the school as the common bond between parents, teachers and pupils. This organization is bringing about an enlightened understanding of the value of education; of the needs of the children; of the teacher and of the school. It has emphasized the dignity and importance of teaching. It has built, cleaned, painted, comfortably seated, blackboarded and beautified many school buildings. All of this is being done by organized women in the community. (Pamphlets with directions for organizing are furnished by the State Department.)

There are other clubs for broadening the sympathies, aiding in co-operation, adding to the pleasures of life, kindling enthusiasm, making people know one another better, creating an atmosphere for the beautiful and the true, and bringing about the unity so devoutly to be desired. The wide awake teacher can put any one of these in operation, or cause them to be established as she has the School Improvement Association—"The United Farm Women's Club" is striving to bring all of these into the farm women's life. (Its purpose, constitution and by-laws, also a most helpful program for a year's work are given in "The Progressive Farmer," of February 14, 1914.)

There is the Reading Club. The teacher and some one not too timid to assist may do the reading, give all an opportunity to enjoy several good books, besides a social good time together. Here magazines coming to the various homes may be exchanged.

In a Child Study Club, the sorely needed information on such subjects as feeding infants and children, punishments, etc., may be given. Literature and bulletins upon the subject of Child Hygiene may be secured free from Mrs. Anna S. Richardson, Chairman Child Hygiene Committee, 381 Fourth Ave., New York, N. Y.

Through "School Beautiful" and "Community Beautiful" clubs, the deserts may be made to "blossom like a rose" and waste places be beautified.

Another club, "The Housewives' Club." These women discuss practical subjects pertaining to the home. At a recent meeting of the club, the program dealt with "The

Fly," "How to Keep Milk Vessels Clean," etc. Members exchange recipes. Refreshments often consist of goodies made from the recipe which the hostess wishes to pass on.

"Sewing Clubs" and "Crochet Clubs," besides helping in the practical exchange of patterns, ideas, etc., help to enrich the social life. In these, or similar clubs, if a light literary course is desired, such subjects as Alabama history might be instructive as well as entertaining. Cornell University, Ithaca, N. Y., issues semi-monthly throughout the year a magazine called, "The Cornell Reading Course," which is addressed to the needs of the women of the farm home. Programs are made and sources of information given, and the subjects range from the fireless cooker to foreign travel.

"Cooking Clubs" afford a common meeting bond for any assemblage of housekeepers. How few women know anything about kinds of food, food values, etc., or how to prepare them in the most healthful way! Several books on cooking may be had at small cost, any of which will "open the eyes" of the community when read.

There are other helpful clubs, as, "Alabama Educational Needs Club," "Sanitation," "Home Improvement," "Good Roads," and many others, including those which have the church as a center.

Roman roads, like great arteries, carried the pulsing heart-throbs from the Eternal City to the finger tips of civilization.

In our state, would that the teachers might make goodness and helpfulness so radiate, finding the way to the farthest limits of its soil,—that all would recognize its influence and feel its throb of sympathy,—that the teachers might help us make universal sisterhood something more than theoretical, striving after a fulfilling of that unity in diversity which is God's law of the universe.

To that end is the prayer,

"Make thy garden as fair as thou canst,
Thou workest never alone,
Perchance some soul who hath need of it,
May see it and mend his own."

SCHOOL IMPROVEMENT

1. Take hold of this subject as if you realize its wonderful possibilities and believe that the people are going to enter into it with enthusiasm.

2. Communicate with the county president as soon as you have been assigned to a county and learn what has already been done in this work in that particular county.

3. If the county president has been faithful and efficient, try to have her re-elected; if not, try to find a better one.

4. If you do nothing else for the cause of school improvement, try to leave a *good, strong organization* in each county. This will furnish a basis for work during the next year.

A suggested scheme for presenting the work of the Association to the institute follows:

1. Song: ALABAMA.
2. Talk by County School Improvement President or institute worker, on the general work of the School Improvement Association throughout the state.
3. What have **you** done in school improvement work during the past year? (Report from each teacher present.)
4. Round Table: What are the special needs of this county? What should we emphasize especially this year?
5. Round Table: Is it practicable for us to hold school improvement meetings at the county seat on the first Saturday in each month in connection with the Reading Circle, thus securing uniformity of effort and making it a time for mutual encouragement?

6. Ask teachers to take pledge:
"Resolved, That I will endeavor to have the local minister preach on Education the first Sunday of my school term; to observe as nearly as circumstances will allow, "School Improvement Day," "Health Day," "Good Roads Day," and "Better Farming Day," and to secure a library for my school."
7. Annual election of officers: If county is large, have district superintendents appointed.
Distribute new School Improvement Bulletin (No. 41). Note new constitution adopted at last annual meeting.

Note:—Explain importance of keeping accurate and correct records of work done, and the absolute necessity of sending in reports promptly when called for by county and state presidents. See to it that the teachers in the county are so enthused that they will not fail to follow up the community organization spirit and plan and observe at least the four special days to be stressed uniformly throughout the State. School Improvement Day, being the initial one, should receive the very best efforts of the teacher, for the success that day will determine the work of the year.

ALABAMA TEACHERS AND PUPILS READING CIRCLE

I. Origin and History.

(See Proceedings of A. E. A., 1909.)

II. Purpose: (See Constitution of Reading Circle.)

III. Growth.

Year	Teachers' Books	Pupils' Books
1909-10	1940
1910-11	2298	431
1911-12	2477	7584
1912-13	2143	19434
1913-14 (3 quarters only)	3377	25647
Totals.....	12235	53096

Three reasons for the growth of the movement:

- I. Graded lists.
- II. Co-operation of State Department.
- III. Employment of a secretary.

IV. Distribution:

1. Of libraries for pupils. (Use map.)
(Special plan in Jefferson County.)
2. Of teachers who are doing the Reading Circle work. (Use map.)

V. Relation of the A. T. R. C. to work of the State Examining Board. (See bulletin issued by the State Department of Education.)

VI. How Procured:

1. Libraries for pupils.
 - (a) The library law.
 - (b) The depository.
2. Teachers' Books.
 - (a) Through the secretary.
 - (b) Begin early.

VII. Organization:

1. State.
 - (a) Officers and their duties.
 - (b) Depository.
2. County.
 - (a) Officers and meetings.
 - (b) Ordinary county plan.
 - (c) District plan.
 - (d) The Jefferson County plan.
3. Certificates and Diplomas.
 - (a) How to secure them.
 - (b) Number issued—13 first year, 14 second (partial) year.
4. The adoptions for the coming year.

VIII. How to get a Rural Library.

1. Library and book "Showers."
2. Private subscription.
3. Library fee or shares.
4. Entertainments.

IX. Stories of Success with Circle or Library.

1. Teachers.
 - (a) In the state.
 - (b) In this county.
2. Pupils.
 - (a) In the state.
 - (b) In the county.

X. Suggestions for Improving the Plan in this County.**XI. Reorganization.**

XII. The uniform program for the county institutes this summer sets apart a period on Tuesday, Wednesday and Thursday mornings. On Tuesday and Wednesday mornings the teachers will bring their books with them and the instructors will assign and conduct regular lessons. On Thursday morning the organization will be perfected and the plans for the work in the county for the coming year will be formulated.

XIII. The Latest Adoptions.**TEACHERS' COURSE, 1914-15**

	List.	Single Cop.	\$10 Orders
1. History of Modern Elementary Education—Parker, Ginn & Co.....	\$1.50	\$1.00	\$0.95
2. The Teacher and the School—Colgrove, Chas. Scribner's Sons.....	1.25	1.00	.95
3. The Work of the Rural School—Eggleston & Bruere, Harper & Bros.....	1.00	.90	.85
4. School Hygiene—Dresslar, The Macmillan Co.	1.25	1.10	1.05
5. Human Behavior—Colvin & Bagley, The Macmillan Co.....	1.00	.90	.85
6. The Country School of Tomorrow—Gates.....		Sent	Free

SCHOOL CREDIT FOR HOME WORK



HE superiority of the home garden over the school garden is everywhere conceded. All the lessons of the school upon sanitation, ventilation, care of the sick, cooking of food, water supply, sewing, planting, care of animals, carpentry, etc., will be largely wasted, unless tried out in the home laboratory. A healthy way to strengthen the ties between the home and the school as supplementary agencies in the education of the child, is to see that the work he does at home is properly dignified and accredited by the school.

Much work done at home that is of especial value in the educational process, should count for credit in the seven grades of the elementary school; and the course of study should be so closely correlated with the home life of the pupil as to make proper recognition of it, an elevation of our standards of progress and promotion, and not a lowering of them.

We can place a premium upon the child doing things and at the same time maintain the standard which the school has already set up, by so grading the child that in every perfect grade of 100%, a maximum of 90% shall be possible for school work and a maximum of 10% shall be possible for home work when the proper records are kept, in the first instance by the teacher and in the second instance by the parents.

In planning to allow credit for this work, the teacher should make a careful study of the kinds of home work the pupils in the community have the opportunity to do. Proper forms should be prepared and sent home monthly to be filled by the parents. A number of items should be included for both boys and girls and should be given their relative weight, based both on the quality and on the quantity of work done. In this way a working basis for co-operation between the home and the school may be set up.

Accompanying this manual is a sample report which might be adopted by any school or any county and ample

provision is made for such changes as local conditions might justify. A supply of these reports will also be sent to each institute in order that each teacher may have a copy should she care to use the same another year.

When this plan has been adopted, and pupils measured from the standpoint of twenty-four hours per day rather than the six hours spent in the school-room, we may expect—

1st. A better relationship between the home and the school.

2d. An elevation of home duties to a level with school duties.

3d. A happiness on the part of the country pupils in their own environment.

4th. A new zest for work both at home and at school.

A teacher who has tried the scheme puts it this way:

“Returning from the Teachers’ Institute, I determined to try the home credit work. The following week I explained about the counting of minutes; the children were enthusiastic about it and went home with the determination to work hard.

The parents thought that the children would work hard at first as it was something new, and then get tired of it. However, they are just as anxious to get home and work now as they were at first.

I find much less lingering and playing on the way home from school, as they were apt to do at first. The children rise early so as to get more work done, and being in the fresh air are more capable of studying when they get to school. The girls are doing splendid work in sewing, cooking, patching, and darning. They iron clothes, scrub, and although most of them are between the ages of ten and fifteen they can do more and better house work than many girls who hire out doing house work. The boys are tending to the farm work, doing chores, etc., but I have boys here who can wash and wipe dishes, take care of the baby, and sew on buttons and get supper almost as well as their sisters.”

BIBLIOGRAPHY

A list of references for institute workers and others interested in the country life movement.

The list of references given below is intended to be suggestive and somewhat comprehensive, but by no means exhaustive.

The United States Department of Agriculture issues bulletins giving information on practically every agricultural subject and on every phase of country life. Indexes of various kinds showing the publications may be had by writing to the Division of Publications, U. S. Department of Agriculture, Washington, D. C.

The Bureau of Education publishes a number of bulletins on practically every educational subject and a full bibliography may be had by merely addressing the Commissioner of Education, Washington, D. C., and inquiring what the bureau has issued on the particular subject.

The several departments of our state government at Montgomery issue various publications that are well worth careful study. The departments of Education, Agriculture, Public Health, and Highways, are specially helpful.

Bulletins of the Alabama Polytechnic Institute, the Girls' Technical Institute, State Normal Schools, Tuskegee Institute, and other state institutions deserve honorable mention.

Various departments of the government of the different states, including the universities and colleges of agriculture are recommended. The various book publishing houses and their representatives are prepared to give valuable suggestions.

The books given below are a few of the many that deal with country life and related subjects:

Bailey—The Country Life Movement—Macmillan Co., Atlanta	\$1.25
Bailey—The State and the Farmer—Macmillan Co., Atlanta.....	1.25

Bailey—The Training of Farmers—Century Co.; N. Y.....	1.00
Betts—New Ideals in Rural Schools—Houghton, Mifflin Co., Chicago60
Betts & Hall—Better Rural Schools—Bobbs-Merrill Co., Indi- anapolis	
Buell—One Woman's Work for Farm Women—Whitcomb & Barrows, Boston.....	
Butterfield—Chapters in Rural Progress—University of Chi- cago Press, Chicago.....	1.00
Butterfield—The Country Church and Rural Problem—Uni- versity of Chicago Press, Chicago.....	1.00
Carney—Country Life and the Country School—Row, Peter- son & Co., Chicago.....	1.25
Carver—Principles of Rural Economics—Ginn & Co., Atlanta.....	1.30
Coulter—Co-operation Among Farmers—Sturgis & Walton, N. Y.....	
Davenport—Possibilities of a Country Home—Bulletin of the University of Illinois, Urbana.....	
Dresslar—School Hygiene—Macmillan Co., Atlanta.....	
Eggleston & Bruere—The Work of the Rural School—Har- per & Bros., N. Y.....	1.00
Foght—The American Rural School—Macmillan Co., Atlanta.....	1.25
Gillette—Constructive Rural Sociology—Sturgis & Walton, N. Y.....	1.60
Harris—Joe, the Book Farmer—Harper & Bros., N. Y.....	
King—Education for Social Efficiency—D. Appleton & Co., N. Y.....	1.50
Plunkett—The Rural Life Problems in the United States— Macmillan Co., Atlanta.....	
Powell—Co-operation in Agriculture—Macmillan Co., Atlanta.....	1.50
Ward—The Social Center—D. Appleton & Co., N. Y.....	1.50
Wilson—The Church of the Opening Country, Missionary Ed- ucation Movement in the United States and Canada.....	.50
Wilson—The Evolution of a Country Community—The Pil- grim Press, Chicago.....	1.25
Wray—Jean Mitchell's School—Public School Publishing Co., Bloomington, Ill.....	1.00

A manual for the public schools and a graded set of charts giving supplementary lessons to aid in the nature

and effects of alcohol and tobacco may be had by each institute conductor upon application to Mrs. F. M. Jackson, Birmingham, Ala., or to Mrs. Chappell Cory, Birmingham, Ala.

DEPARTMENT OF EDUCATION, MONTGOMERY, ALABAMA.

The following bulletins published by this department will be sent on receipt of the postage indicated:

Facts and Figures Relating to Local Taxation.....	\$0.01
Grading Rural Schools.....	.01
Rules and Regulations Governing Examination of Teachers.....	.01
Alabama's Country Schools.....	.04
State Manual for Elementary Schools.....	.06
Alabama Library List.....	.05
Alabama School Improvement Association.....	.03
An Educational Survey of Three Counties.....
School Laws of Alabama.....	.05
Annual Report of the Superintendent of Education.....	.06
Education Directory.....	.01
Rules and Regulations Governing the County High Schools.....	.01
Rules and Regulations Governing the Normal Schools.....	.01
Select List of References on Temperance Instruction.....	.01
Washington's Birthday and Arbor Day.....	.03
Thomas Jefferson's Birthday.....	.02
Community Organization, Alabama's Fundamental Need.....	.01
More Revenue for Education in Alabama.....	.01

INSTITUTE WORKERS

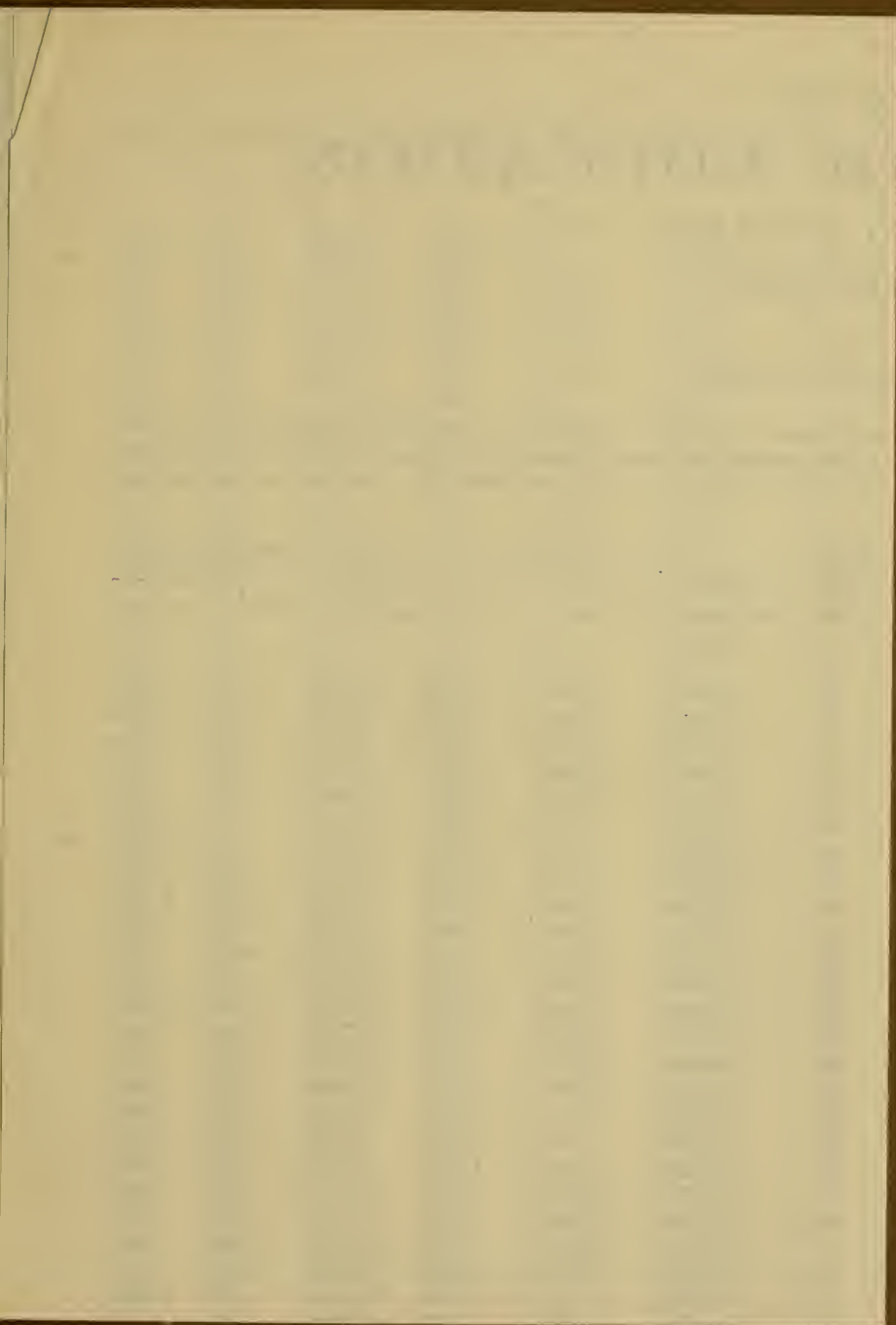
1914

WHITE

Allgood, R. V.	Avondale Station, Birmingham
Arnold, Miss Gertrude	Eples
Baker, N. R.	Montgomery
Bloodworth, Miss Clutie	419 Johnston St., New Decatur
Bradford, Miss Lula	2317 Sixth Ave. N, Birmingham
Brown, C. A.	care Birmingham H. S., Birmingham
Brown, J. V.	Dothan
Dimmitt, Roy L.	care Ensley H. S., Birmingham
Dowell, Spright	Montgomery
Feminear, Miss Delphine	Edgewater
Fisher, Miss Minnie	Carthage, Tenn.
Glenn, C. B.	care Birmingham H. S., Birmingham
Gray, Miss Hassie	109 Green St., W. End Sta., B'ham.
Griggs, W. C.	Gadsden
James, H. Francis	Birmingham
Kimball, Miss Maude	50 Rapier Ave., Mobile
Murphy, S. S.	Mobile
Ogburn, Miss Nonie Jim	418 Finley Ave., Montgomery
Pearson, Miss Cora	Montgomery
Pitts, Miss Clara	Montgomery
Smith, E. E.	500 Farley Bldg., Birmingham
Smith, Miss Inez	714 Peyton St. S., Birmingham
Smith, T. W.	care Y. M. C. A., Montgomery
Stevenson, L. M.	Roanoke
Strickland, Miss Rosa V.	1327 N. 32d St., Birmingham
Taylor, Miss Elberta	823 S. 22d St., Birmingham
Thompson, Miss Metta	162 S. Warren St., Mobile
Vann, L. L.	Roanoke
Williamson, Miss Ruby	703 S. Broad St., Mobile

COLORED

J. W. Beverly.....	103 Tatum St., Montgomery
W. T. Breeding.....	32 Hutchinson St., Montgomery
W. S. Buchanan.....	Normal
Edith W. Garrott.....	205 Douglass St., Montgomery
Lilian B. Harris.....	436 S. Ripley St., Montgomery
Orlean D. Kennedy.....	1130 Seventh Ave., Birmingham
Miss M. A. Nance.....	Tuskegee Institute
Mary F. Monroe.....	47 Elmwood St., Montgomery
A. H. Parker.....	620 Mortimer St., Birmingham
P. C. Parks.....	Normal
G. W. Trenholm.....	Box 126, Tuscumbia
Mrs. H. A. Whiting.....	Tuskegee Institute
W. R. Wood.....	1818 Twentieth St., Ensley



ISSUED BY DEPARTMENT OF EDUCATION

MONTGOMERY, ALABAMA

JUNE 10TH, 1914

WM. F. FEAGIN, Supt. of Education.

(This sheet is a compilation of statistics from the U. S. census report of 1910. It should be carefully preserved by Institute Workers for use during the County Institute, by teachers for posting in some conspicuous part of the school room, and by all citizens who would like to see intelligent action taken to remove illiteracy in any or all of the counties in Alabama.)

COUNTIES	Area Sq. Miles	Total Population		Population Per Sq. Mile	Rural Popula'n Per Sq. Mile	Population 10 Yrs. old and over	Illiterates 10 years old and over		Male Popula'n 21 Yrs. old and over	Illiterate Males 21 years old and over	
		White	Colored				White	Colored		White	Colored
Autauga	584	8,320	11,718	34	34	14,497	438	3,372	4,694	183	1,119
Baldwin	1,595	13,064	5,114	11	11	13,263	646	1,319	4,933	259	494
Barbour	912	12,272	20,456	36	31	23,193	751	6,595	7,007	276	1,990
Bibb	634	15,081	7,710	36	36	16,030	1,034	1,655	5,916	390	716
Blount	649	20,275	1,181	33	33	14,649	1,826	329	4,762	663	147
Bullock	610	4,833	25,363	50	43	21,242	123	7,493	6,289	57	2,392
Butler	763	13,654	15,376	38	34	20,618	817	4,530	6,469	312	1,534
Calhoun	630	28,357	10,758	62	42	28,537	2,172	2,492	9,335	723	910
Chambers	538	17,396	13,660	61	55	25,580	864	5,095	7,908	322	1,721
Cherokee	577	17,617	2,609	35	35	13,924	2,086	683	4,611	818	252
Chilton	729	18,428	4,759	32	32	16,309	1,757	1,159	5,378	627	424
Choctaw	932	6,980	11,503	20	20	12,695	437	3,414	3,835	167	1,010
Clarke	1,216	13,665	17,322	25	25	22,088	822	5,136	7,117	318	1,681
Clay	614	18,358	2,648	34	34	14,452	1,303	680	4,714	486	245
Cleburne	568	12,674	711	24	24	9,164	1,318	202	2,925	489	55
Coffee	678	20,333	5,783	38	38	18,122	2,283	1,817	5,850	811	662
Colbert	618	15,352	9,450	40	27	17,782	1,107	2,582	6,010	356	886
Conecuh	849	11,333	10,080	25	25	15,285	931	2,832	4,868	363	946
Coosa	655	10,378	6,256	25	25	11,529	626	1,722	3,615	257	526
Covington	1,042	24,003	8,121	31	31	22,830	2,338	2,376	8,243	874	944
Crenshaw	618	15,798	7,515	38	38	16,489	1,145	1,712	5,428	430	608
Cullman	763	27,788	533	37	37	19,581	1,825	124	6,283	630	41
Dale	563	15,797	5,811	38	38	15,138	1,495	1,632	4,840	536	500
Dallas	957	9,890	43,511	56	41	40,389	186	15,386	12,820	78	5,189
DeKalb	786	27,407	854	36	36	19,422	2,055	183	6,250	749	70
Elmore	622	14,999	13,246	45	45	20,305	679	3,774	6,697	274	1,347
Escambia	957	13,156	5,793	20	20	13,274	1,040	1,447	4,411	372	571
Etowah	572	32,305	6,804	72	40	27,995	2,985	1,575	10,007	1,152	688
Fayette	643	14,382	1,866	25	25	11,133	1,373	470	3,575	480	159
Franklin	647	17,527	1,842	30	30	13,220	1,998	508	4,318	677	202
Geneva	578	21,924	4,306	45	45	17,927	2,386	1,252	5,878	840	442
Greene	635	3,012	11,705	36	36	16,268	69	6,965	4,942	27	2,472
Hale	646	5,895	21,983	43	43	19,983	341	7,114	6,268	146	2,453
Henry	560	10,793	10,150	37	37	14,306	841	2,769	4,426	288	879
Houston	579	22,816	9,598	56	44	22,857	1,939	2,292	7,475	709	756
Jackson	1,140	29,666	3,252	29	29	22,956	3,521	804	7,551	1,184	257
Jefferson	1,135	133,339	90,637	199	73	174,724	4,664	18,686	67,962	1,749	8,218
Lamar	601	14,307	3,180	29	29	11,968	893	802	3,805	326	264
Lauderdale	694	23,840	7,096	45	35	21,832	1,926	1,846	7,018	672	615
Lawrence	700	15,046	6,938	31	31	15,324	1,850	1,861	4,823	611	605
Lee	632	13,224	19,643	52	37	23,629	519	6,494	7,233	167	2,093
Limestone	596	16,625	10,255	45	45	18,981	1,449	4,011	6,142	541	1,221
Lowndes	739	3,769	28,125	43	43	23,040	108	10,280	7,037	42	3,541
Macon	614	4,007	22,042	42	38	18,755	136	5,691	5,704	67	2,037
Madison	811	28,146	18,895	58	49	34,607	2,402	5,566	11,130	892	1,910
Marengo	966	9,070	30,853	41	41	28,845	368	12,267	9,249	145	4,004
Marion	743	16,975	520	23	23	11,685	1,548	116	3,615	501	38
Marshall	602	27,188	1,365	47	47	19,521	2,101	372	6,260	756	129
Mobile	1,226	46,111	34,743	66	24	63,959	1,128	8,113	22,817	451	2,990
Monroe	1,012	11,137	16,018	27	27	18,840	571	5,292	5,998	221	1,809
Montgomery	801	25,299	56,879	103	55	63,652	366	15,434	21,077	122	5,306
Morgan	587	25,581	8,200	57	40	24,621	1,697	2,075	8,590	653	808
Perry	737	6,727	24,495	42	42	22,403	280	7,642	6,943	106	2,738
Pickens	875	12,104	12,951	29	29	17,805	765	5,434	5,715	310	1,888
Pike	671	16,377	14,438	46	38	22,004	1,117	4,508	7,103	446	1,568
Randolph	590	18,942	5,717	42	42	16,792	1,712	1,175	5,338	651	402
Russell	655	5,733	20,204	40	33	18,481	373	6,438	5,354	136	1,896
Shelby	806	19,308	7,641	33	33	19,093	1,696	2,188	6,515	613	895
St. Clair	645	17,083	3,632	32	32	14,523	1,378	725	4,805	530	243
Sumter	908	5,377	23,322	32	32	20,787	74	8,895	6,236	26	2,748
Talladega	755	19,654	18,267	50	42	26,777	1,595	4,763	8,436	548	1,687
Tallapoosa	763	19,577	11,457	41	41	21,781	1,523	3,616	6,868	597	1,207
Tuscaloosa	1,346	28,533	19,026	35	29	34,799	2,475	5,856	12,326	985	2,222
Walker	777	30,475	6,538	48	44	25,780	2,656	1,528	9,272	826	664
Washington	1,087	8,218	6,236	13	13	10,163	548	1,801	3,505	217	635
Wilcox	896	6,208	27,602	38	38	24,815	171	8,900	7,800	79	3,078
Winston	630	12,801	54	20	20	8,557	1,060	14	2,779	352	6

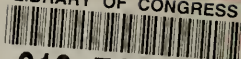
Totals	51,309	1,228,832	909,261			1,541,575	86,831	265,879	513,108	31,661	92,833
--------	--------	-----------	---------	--	--	-----------	--------	---------	---------	--------	--------

Makers

Syracuse, N. Y.

PAT. JAN. 21, 1908

LIBRARY OF CONGRESS



0 019 747 951 6